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ABSTRACT

This report by the Urban Education Network describes educational programs in the Midwest having the potential to ameliorate urban school problems. The programs are grouped into the following 11 sections, according to content: (1) alternative schools and programs/arts; (2) bilingual education/special education/student behavior and discipline; (3) computer technology; (4) effective schools/school improvement/instructional management/curriculum design; (5) environmental education/science/social studies; (6) gifted and talented/vocational education; (7) institutional description/policy/desegregation/public relations; (8) reading/mathematics/writing/language arts; (9) research/evaluation/testing/dissemination; (10) staff development: teachers and administrators; (11) urban education/business partnerships. For each program the following information is provided: a brief description; staff size and composition; scope; number of individuals served; number of schools served; whether evaluation reports and/or descriptive materials are available; and an address for further information. There are two appendices: a list of programs by district and state and an index by topic area. (RDN)

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SHARING SUCCESS ACROSS NETWORK INSTITUTIONS:

A Status Report
1984

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Mid-continent Regional Educational Laboratory
St. Louis, Missouri 63122

SHARING SUCCESSES
ACROSS NETWORK INSTITUTIONS:
A STATUS REPORT
1984

Prepared for the
Urban Education Network
by
The Urban Education Program
The Mid-continent Regional Educational Laboratory

Sharing Successes Across Network Institutions was written largely by the staffs of the projects described, at the suggestion of the Urban Education Network.

Staff responsible for compiling and producing this book are:

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INTRODUCTION

The Urban Education Network is a problem-solving effort designed to address educational problems facing urban educators in the Midwest. Representatives to the Network are drawn from twenty urban school districts and eleven state departments of education. Network members work together to strengthen their school improvement efforts by sharing concerns, ideas, and educational practices.

As part of their problem-solving work, Network members each year select a number of programs from their agencies for inclusion in this report, on the basis of their potential for helping to ameliorate urban school problems. These program descriptions, complied and edited by the Urban Education Program staff at McREL, make up the report in hand.

Format

Programs (white pages) and documents (blue pages) described in Sharing Across Network Institutions: A Status Report are grouped in eleven sections, according to content. In addition, there are two appendices, one a list of programs by district and state and another an index by topic area. We believe this format contributes to the usefulness of the report, and enables the reader to make the best use of the document.

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TENNESSEE: Memphis City Schools
2597 Avery Avenue
Memphis, TN 38112

TITLE OF PROGRAM: Aesthetic Education Program

Brief description: In order to further the arts in education, Memphis City Schools worked with CEMREL, Inc., from 1972-1982 to implement an Aesthetic Education Program, which is aimed at stimulating creativity and self-expression as a direct part of the daily learning pattern in the classroom. Using Aesthetic Education materials developed by CEMREL and other supplementary materials by the classroom teacher, new dimension of learning emerge for both students and teachers through studying rhythms. colors, sounds, emotions, patterns, and sensory impressions to the fullest. In 1974, the Aesthetic Education Learning Center (one of eight in the nation) was opened in several-redesigned rooms at the Douglass Elementary School in Memphis. The Center is a focal point for a cooperative venture in aesthetic education between the Memphis City Schools and Memphis State University. Program activities include resources and consultant services, art-process experiences, demonstrations, performances by artists, displays and show, visitations, materials-familiarization and inservice workshops, summer courses, and observations.

Program staff: Director, 2 staff members

Scope: Initiated in the 1972-73 school year, the program now involves more than 25 elementary schools (classroom teachers and K-6 students),

Aesthetic Education Program

Memphis State University faculty and students, specialist, parents, service groups, and the entire Memphis community.

Number of individuals served: 12,000

Number of schools served: 26 (others involved through workshops, etc.)

Evaluation reports available: To date, all evaluation has been done by CEMREL, Inc., but a local evaluation is in the initial stages.

Descriptive materials available: Brochures: "Profile of Aesthetic Education Program" (history); MSU Syllabus, Bibliography; "Aesthetic Education Handbook"

For further information, write:
Alice H. Swanson
Memphis City Schools
597 Avery Avenue, Room 140
Memphis, TN 38112

OHIO: Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, Ohio 45202

TITLE OF PROGRAM: Alternative Schools Program

Brief description: In 1980, the Alternative Schools was incorporated into the instructional program of the Cincinnati Public Schools. Alternatives came about because of the district's desire to provide a quality instructional program for students in a racially balanced setting.

A specialized enrichment program relative to curricular emphasis, learning and teaching styles, structure, and learning outcome distinguishes Alternative Programs from conventional programs. Students enroll in an alternative program by filling out an application. Applications are processed with racial balance being a primary consideration on a first-come/first-serve basis.

The Alternative Schools currently operating are:

Applied Arts Academy, Grades 4-6

Intermediate Demonstration Center, Grades 4-6

Elementary College Preparatory; Grades 4-6;
Grades 4-8

Elementary I.G.E., Grades K-8; Grades K-6;
Grades K-3

Elementary Math and Science Academy, Grades 4-6

Cincinnati Academy of Math and Science, Grades 7-12

French Bilingual, Grades K-3; Grades K-5

Spanish Bilingual, Grades K-5

German Bilingual, Grades K-5

Fundamental Academy, Grades K-6

IPSIP, Grades K-3

Alternative Schools Program

Multi-Age, Non Graded Grades K-6

Montessori Grades K-6; Grades K-1

Reading/Language Arts Demonstration Center, Grades K-6

Cincinnati Academy of Physical Education, Grades 4-12

School for Creative & Performing Arts Grades, 4-12

International Studies Academy, Grades 9-12

City-Wide Learning Community, Grades 9-12

Junior High College Readiness, Grades 7-9

Program Staff Required: One part-time director of Alternative Programs, the administrative and teaching staffs at each of the alternative schools as well as central office support by area directors, directors, and supervisors.

Scope: The Alternative Schools are open to any student in the Cincinnati Public Schools. However, some waiting lists occur when racial balance in any school is affected by particular applicants. This program began in 1970 with two IPSIP schools, and has been expanding and opening new alternative schools ever since.

Number of individuals served: 14,000

Number of schools served: 40

Evaluation reports available: At least one for each year of operation.

Descriptive materials available: Alternative Program Manual (1978)

For further information, write:
Shirlee Williams
Director of Secondary Education
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

BEST COPY AVAILABLE

ILLINOIS: Illinois State Board of Education
100 North First St.
Springfield, Illinois 62777

TITLE OF PROGRAM: A Basic Component of General Education: The Arts

Brief description: This publication is divided into six sections. Part One consists of statements by prominent authorities on arts education. Harry Broudy, Jerome Hausman, Anne Moore, Elliot Eisner, Charles Fowler and Gene Wenner make excellent statements on arts education. Part Two is devoted to an explanation of the roles and values of the six disciplines which make up the components of arts education: Dance, Literary Arts, Media Arts, Music, Theatre and the Visual Arts. Part Three defines the various elements which make up the State Arts Education Program. Six components are discussed from the standpoint of definition, scope and program examples. In Part Four, Stanley Madeja suggests that program development for the arts is a complex process, based on a rationale that arts are integral to human development. Part Five gives practitioners an evaluation approach discussed by Robert Bloymeyer, Jr. The final section lists selected print and nonprint resources which relate to the Illinois Plan.

Will you provide a copy to McREL which we can make available to others on loan? Yes

For further information, contact: Mina Halliday
Illinois State Board of Education
100 North First St.
Springfield, IL 62777

BEST COPY AVAILABLE

OHIO: Columbus Public Schools
270 East State Street
Columbus, OH 43215

TITLE OF PROGRAM: Berwick Science/Math/Environmental Study School

Brief description: The educational program of the school emphasizes the learning of science skills, computerized instruction in mathematics, the integration of mathematics and science with other subject areas, and understanding the environment. A resource teacher helps the teachers in self-contained classrooms with instruction, program development, and inservice. The program uses microcomputers, calculators, living animals, and outdoor environmental resources including school property, and an in-school science laboratory. Textbooks and other teaching materials are unique to the program. All required subjects taught in the elementary schools are also taught at Berwick. The school has been adopted by one Ohio Department of Natural Resources.

Program staff: Principal, 14 teachers and 1 resource teacher

Scope: The school opened for the first time in September, 1982. It is open to all city school students; admission is by lottery.

Number of individuals served: Approximately 420 students, grades K-5

Number of schools served: Headquartered in one school

Evaluation reports available: In subsequent school years

Descriptive materials available: In process of development

For further information, contact: Kenneth Havens, Principal
Berwick Alternative School
2595 Scottwood Road
Columbus, OH 43209

MISSOURI: School District of Kansas City, Missouri
Board of Education Building
1211 McGee
Kansas City, MO 64106

TITLE OF PROGRAM: Children's Education for the Fine and Performing Arts

Brief description: The program provides financial aid for those students who are unable to pay for Fine and Performing Arts activities that are available to all students in the school district. The grant of approximately $5000 is made available annually to the school district through the Municipal Art Commission of Kansas City, Missouri.

Program staff: Coordinator of Fine and Performing Arts administers the fund.

Scope: Program monies help pay for admission fees to the Philharmonic Young Person's Concerts for Young Audiences programs [illegible] the schools, for transportation of students to worthwhile events, for entrance fees for music students to enter district and state contests, to defray expenses for membership in the Missouri All-State Band, Orchestra or Chorus, for scholarships for talented students to attend Nelson Art Gallery classes.

Number of individuals served: All students in need of financial help

Number of schools served: 70 schools, elementary and secondary

For further information, write: Leonard Pryor, Coordinator
School District of Kansas City, Missouri
1211 McGee
Kansas City, MO 64106
(816) 221-7565

OHIO: Columbus Public Schools
270 East State Street
Columbus, OH 43215

TITLE OF PROGRAM: Columbus Alternative High School

Brief Description: Columbus Alternative High School provides a nontraditional yet thoroughly academic program for students in grades 9-12. The school is characterized by individualized learning enabling students to participate actively in shaping their program of studies; a wide assortment of advanced placement programs, allowing students to earn college credit; intensive study, permitting students to concentrate in depth on topics of interest; student-teacher relationships in which teachers serve as co-counselors and managers of learning; and community oriented programs providing internships for students in the university, commercial, industrial, and governmental sections of Columbus. The computer managed instruction and information systems are fundamental to individualized learning and to the community program.

Program staff: Principal, assistant principal, counselor, librarian, and 30 teachers

Scope: The school began in the fall of 1978 as a half-day humanities-based program serving high school students from throughout the city. With the assistance of federal funds the school expanded to a full-day program for students in grades 9-12 in 1979. The school is currently supported entirely by the general fund.

Number of individuals served: 600 students

Number of schools served: Students transfer to Alternative High School from all 15 Columbus public high schools; admission is by lottery.

Evaluation reports available: Yes

Descriptive materials available: Brochures

For further information, contact: Timothy Ilg, Principal
2632 McGuffey Road
Columbus, OH 43211
(614) 267-4913

OHIO: Columbus Public Schools
270 East State Street
Columbus, OH 43215

TITLE OF PROGRAM: Douglas Alternative Elementary School

Brief description: At Douglas Alternative Elementary School each student is viewed as an individual characterized by a unique rate and pattern of development. The program is designed to foster and nurture the interests of each child through the use of individualized approaches to instruction. The school has multi-age grouping with pupils assigned to a team of teachers. There is a strong program to meet the emotional and physical as well as the intellectual and aesthetic needs of pupils. Douglas' location, near downtown Columbus, facilitates a unique aspect of the school's program-wide and frequent use of the city's resources including the Columbus Museum of Art, the main library, city government, and the Center of Science and Industry.

Program staff: Principal and 14 teachers; other support personnel

Scope: This program has been operating since 1976. It is open to all city school students; admission is by lottery.

Number of individuals served: 370 students, grades K-5

Number of schools served: Headquartered at one school

Evaluation reports available: Yes

Descriptive materials available: Brochures

For further information, contact: Catherine Noble, Principal
Douglas Alternative Elementary School
43 S. Douglas Street
Columbus, OH 43205
(614) 252-1166

OHIO: Columbus Public Schools
270 East State Street
Columbus, OH 43215

TITLE OF PROGRAM: Duxberry Park Arts IMPACT School

Brief description: The Arts IMPACT program is an approach to teaching and learning in which visual art, music, drama, and dance are interwoven into the curriculum not only as separate skill areas but as integraters of other subject areas. The program makes extensive use of the community's cultural resources, e.g., Columbus Museum of Art, Columbus Symphony Orchestra, Players Theatre of Columbus, and Ballet Metropolitan. Contacts with professional artists are encouraged. Multicultural awareness and understanding are furthered through the arts and individual success experiences promote self esteem. Teaching basic skills is an important part the school. By fostering respect for the academics, the arts, and people, students are guided to appreciate and contribute to the beauty of the world.

Program staff: Principal, 14 teachers, 1 dance teacher, 1 art teacher, 1 drama teacher, and 1 vocal music teacher

Scope: This program began operation in September, 1982. It is open to all city school students; admission is by lottery.

Number of individuals served: Approximately 420 students, grades K-5

Number of schools served: Headquartered in one school

Evaluation reports available: In subsequent school years.

Descriptive materials available: In process of development.

For further information, contact: Richard Murray, Principal
Duxberry Park Alternative School
1779 E. Maynard
Columbus, OH 43219

MISSOURI: School District of Kansas City, Missouri
Board of Education Building
1211 McGee
Kansas City, MO 64106

TITLE OF PROGRAM: Education in the Arts

Brief description: The Education in the Arts program is intended to increase the exposure to the arts of the children at the elementary level through an enriched, intensified arts program. Nelson Art Gallery volunteers provide workshops for teachers whose students then make a planned visit to the art gallery. Follow-up visits in the schools are made with teachers and students by the volunteers.

Program staff: Coordinated through Central Office personnel. Workshop training provided by volunteers through the Learning Exchange.

Scope: The program began in 1978 through a three year grant from the Junior League of Kansas City, Missouri. The first year the project was offered to all teachers of the third grade and their students. Thirty teachers and their students participated the first year. The program has continued each year with most all third grade teachers accepting the invitation to participate.

Number of individuals served: Approximately 1,750 third grade students, and approximately 70 teachers

Evaluation reports available: Through project coordinator

Descriptive materials available: Through project coordinator

For further information, contact:
Leonard Pryor
Fine and Performing Arts Coordinator
School District of Kansas City, Missouri
1211 McGee
Kansas City, MO 64106
(816) 221-7565

IOWA: Des Moines Public Schools
1800 Grand Avenue
Des Moines, IA 50307

TITLE OF PROGRAM: Enrichment Course Program

Brief description: The Douglas Elementary School Enrichment Course Program provides students (K-5) with an opportunity to learn special skills that schools can not normally provide within the student day. Courses are offered from 3:15 - 4:15 P.M. one day a week for 6-8 weeks. Course offerings include: cheerleading, puppetry, tennis, arts and crafts, cooking, math and reading tutoring, gymnastics, science enrichment, pioneering, computer games, basketball, etc. Students may take from one to four courses per quarter. New course listings are available each quarter. The courses cost $5.00 - $6.00 per 8-week sessions. The cost pays for an instructor and supplies. Most instructors are parents and community members who live near the school. Parents and community members have supported these classes as an excellent extention of learning in a location where students can remain after school with good supervision.

Program staff: Course instructors

Number of individuals served: 570 students, K-5

Number of schools served: 1

Evaluation reports available: None

Descriptive materials available: 1) Course Flyers
2) Registration Flyers

For further information, contact: Helen Oliver, Principal
Douglas Elementary School
3800 E. Douglas Ave.
Des Moines, Iowa 50317

MICHIGAN: Michigan Department of Education
Bureau of School Services
Instructional Specialists Program
Box 30008
Lansing, Michigan 48909

TITLE OF DOCUMENT: Essential Performance Objectives for Music Education

Brief description: This document provides guidelines for school administrators classroom teachers, music consultants and elementary and secondary music teachers as they design programs and teaching units.

It has been the commitment of the State Board of Education that music is an essential part of education which should be taught within itself--as a subject in the curriculum as well as be integrated comprehensively into the total curriculum package.

Copies available from McREL upon request.

For further information, contact: Julie A. Nicol, Fine Arts Specialist
Department of Education
Bureau of School Services
Instructional Specialists Program
Box 30008
Lansing, Michigan 48909

OHIO: Columbus Public Schools
270 East State Street
Columbus, OH 43215

TITLE OF PROGRAM: Franklin Success IMPACT Alternative Middle School

Brief description: Franklin Alternative Middle School builds student success experiences with:

- Team teaching
- Flexible student scheduling
- Individualized instruction
- Comprehensive diagnostic testing
- Glasser techniques
- Personal counseling
- Unique course offerings

Helping students find success in their educational experience is the goal of Franklin. Students are given an opportunity to achieve some measure of success each day. This is accomplished by working to build a firm foundation in the fundamental learning skills and developing a feeling of individual pride in self, school, community and nation.

Program staff: Principal, assistant principal, counselor, librarian and 41 teachers.

Scope: The program has been in operation since 1975. It is open to all city middle school students; admission is by lottery.

Number of students served: 750

Number of schools served: Program is headquartered at one school

Evaluation reports available: Y[illegible]

Description materials available: A brochure

For further information, contact: Helen Hord, Principal
Franklin Success Alternative School
1390 Bryden Road
Columbus, OH 43205
(614) 253-8531

OHIO: Columbus Public Schools
270 East State Street
Columbus, OH 43215

TITLE OF PROGRAM: Indianola Informal Elementary School

Brief description: Informal education at Indianola Elementary offers a learning environment with many opportunities for exploration, manipulation, and involvement with many types of materials. The school's philosophy emphasizes problem-solving, autonomy, and independent thinking in its pupils by providing alternatives and real, practical experiences as well as adult guidance and social interaction. Family groupings permit each child to interact with children of different ages with similar intellectual and social interests. The school is profoundly concerned with the moral development of its pupils. The teachers actively help to guide the children from egocentricity into a deeper understanding of themselves and of the feelings and rights of others.

Program staff: Principal, 15 teachers

Scope: The program has been in operation since 1975. It is open to all city school children; admission is by lottery.

Number of individuals served: 430 elementary children, grades K-5

Number of schools served: Headquarters at one school

Evaluation reports available: Yes

Descriptive materials available: Brochures

For further information, contact: Thomas O'Mahoney, Principal
Indianola Informal Elementary School
140 E. 16th Avenue
Columbus, OH 43201
(614) 299-4193

MISSOURI: School District of Kansas City, Missouri
Board of Education Building
1211 McGee
Kansas City, MO 64106

TITLE OF PROGRAM: Learning Through the Arts

Brief description: The goal of the LTA program is to create greater interest and appreciation for the visual and performing arts thereby enlarging the arts audience in the community. The LTA objective is to fuse the traditional classroom educational experience with the arts experience by linking arts presentations to instructional curriculum areas. Through LTA, teachers are trained to use arts resources as instructional tools. The program brings artists into the classroom in the workshop setting to interact with students and teachers. These classroom arts experiences are then concluded with a performance by the artists or with a visit to the museum of fine arts. Such artistic components as American Jazz, Opera, Dance Forms and Symbolism in the Fine Arts are fused with such academic areas as social studies, creative writing, mathematics, and language arts. Beyond the presentations by artists, it is then the responsibility of the teachers to integrate these asthetic qualities and techniques of the artist into the instructional presentations.

Program staff: The teacher and principal at the school level. Staff from the Young Audiences and Learning Exchange to coordinate artists and training.

Scope: This program has been in existance for five years. It is directed to the fourth and fifth grade curriculum. The program is available to all elementary schools with fourth and/or fifth grades at a nominal cost.

Learning Through the Arts

Number of individuals served: During 1983-84 250 fourth grade students are being served.

Number of schools served: 3 schools in 1983-84.

Evaluation reports available: From the program coordinator.

Descriptive materials available: From the program coordinator.

For further information, write: Leonard Pryor, Coordinator
Fine and Performing Arts
School District of Kansas City, Missouri
1211 McGee
Kansas City, MO 64106
(816)221-7565

OHIO: Columbus Public Schools
270 East State Street
Columbus, OH 43215

TITLE OF PROGRAM: Linden Park IGE School

Brief description: Individually Guided Education (IGE) at Linden Park Alternative School offers a program of individualized instruction for each child through a special system for managing educational resources. The open space school is organized into learning communities composed of students in a three year age span, teacher, an aide and a learning community leader. This organization encourages the best use of individual teacher talent and interest and cooperative decision-making in planning for instruction. Tests and observations to measure pupil skills and knowledge in basic subject areas are used as a basis for a variety of student groups and learning situations. Specific activities and materials are provided each student according to achievement level, style, and rate of learning.

Program staff: Principal and 15 teachers

Scope: The program has been operating since 1975 and is open to all city school children; admission by lottery.

Number of individuals served: 418 elementary students in grades K-5.

Number of schools served: Headquartered at one school

Evaluation reports available: Yes

Descriptive materials available: New brochures in spring of 1982

For further information, contact: Lois Camealy, Principal
Linden Park I.G.E. School
1400 Myrtle Avenue
Columbus, OH 43211
(614) 268-6131

MICHIGAN: Michigan Department of Education
Special Education Services
Box 30008
Lansing, Michigan 48909

TITLE OF PROGRAM: Michigan Very Special Arts Festival (MVSAF)

Brief description: MVSAF is currently in its fourth year and is focused as an in-service project to encourage the use of the arts, for themselves as well as a tool in the educational process for handicapped chilren and youth. Twenty sites, networked through Local and Intermediate School Districts, develop individual programs that meet unique local needs and utilize community and educational resources in the provision of: 1) inservice training to all professionals in arts and special education 2) artist-in-the-classroom for intensive, in-depth arts process experiences and training for children and their teachers, 3) resource identification for community individuals and agencies to expand their cultural activities to "special" students.

Program staff required: 1 part time coordinator; 2 to 5 interested committee members for planning

Scope: Individual sites include cities, townships and counties, etc. Audience is focused on special education students and educators as well as arts educators, administrative personnel and community individuals and agencies with related interests and services.

Number of individuals served: 300 - 100 per site. Statewide: 15,000 students and 3,000 educators & others for 82-83 FY

Number of schools served: 20 sites provide programs, training and services to hundreds of schools throughout their districts.

Michigan Very Special Arts Festival (MVSAF)

Evaluation reports available: State-wide evaluation data collected annually

Individual sites evaluate specific programs and activities.

For further information, contact:

Marcy Auster, State Coordinator
Michigan Department of Education
Special Education Services
Box 30008
Lansing, Michigan 48909
ph. (517)373-6309

TENNESSEE: Metropolitan Nashville Public Schools
2601 Bransford Avenue
Nashville, Tennessee 37204

TITLE OF PROGRAM: Middle & Junior High School Mini-Grant Alternative Program (In-School Suspension Program)

Brief description: The purpose of the program is to provide an alternative program at the local school for students who experience difficulty in adjusting to the regular classroom setting and are a disruptive influence in the classroom. The philosophy is that most students can, with appropriate materials, a closer student-teacher relationship, and appropriate counseling, learn to function more successfully.

The instructor works with the students assigned to him or her on: completing regular classroom work, working in special academic and behavioral areas the student needs, meeting with other special-help people, and returning to the regular classroom as soon as the student is able. Follow-up assessments on the progress of students when they are returned to the regular program, parental contacts, continued counseling and assistance as needed are also facets of the program.

Program staff: Director, 6 district staff people, 23 local school people

Scope: Initiated as a mini-grant alternative program for junior high students in 1975, and expanded to include other secondary schools in 1983, it continues to be an effective in-school alternative to suspending disruptive students for both middle and senior high schools.

Middle and Junior High School Mini-Grant Alternative Program

Number of individuals served: Approximately 700

Number of schools served: 22

Evaluation reports available: Annual reports

Descriptive materials available: Guidelines and program proposal

For further information, write: David Jones, Jr.
Director of Secondary Program
Metro Public Schools
2601 Bransford Avenue
Nashville, Tennessee 37204

OHIO: Columbus Public Schools
270 East State Street
Columbus, OH 43215

TITLE OF PROGRAM: Monroe Traditional Middle School

Brief description: Monroe is a school in which students, teachers and parents are united and directed by a common traditional philosophy which emphasizes:

1. Instruction in the basic skills through teacher-directed formal learning experiences, homework, strict grading practices and established routines.
2. Traditional values through a discipline system with specific standards for student conduct, conformity to rules, respect for authority, citizenship, honesty, patriotism, correction, and recognition.
3. Parent involvement in the student's education by support of school program and functions, a strong parent-teacher organization, individual home-school conferences, and encouragement of a visitation and volunteer program.
4. Staff excellence through a common traditional teaching philosophy, high expectation for students, improvement through staff development compatible with school goals, and commitment for success.

Program staff: Principal, assistant principal, counselor, librarian and 23 teachers.

Scope: Program began 1982. It is open to all city middle school students; admission is by lottery.

Monroe Traditional Middle School

Number of students served: 9

Number of schools served: Program is headquartered at one school.

Evaluation reports available: Yes

Description materials available: A brochure

For further information, write: Lynn Boetcher, Principal
Monroe Traditional Alternative Middle School
474 N. Monroe Avenue
Columbus, Ohio 43203
(614) 253-2775

KANSAS: Wichita Public Schools
Educational Services Building
640 North Emporia
Wichita, Kansas 67214

TITLE OF PROGRAM: Museum Programs

Brief description: Since 1975, the Office of Museum Programs of the Wichita Public Schools has been in charge of an interpretative museum education program for 45,000 public school students in the metropolitan Wichita area. Operating within the Curriculum Services Division, the Office of Museum Programs designs and constructs two and three dimensional exhibits and media programs which circulate among the Wichita schools. Traditional craft activities and a loan program of museum artifacts for classroom use are also available to instructors. The pioneer and ethnic crafts program allows approximately 10,000 students each year to participate in up to 25 different craft demonstrations. The traveling exhibits program services secondary and elementary schools with 45 separate exhibits and 29 kits. The Mobile Craft Museum and Mobile Science Museum programs combined annually have provided interpretative programs for a total of 14,000 students in grades K-6.

Scope: citywide

Number of individuals served: 45,000 elementary and secondary students

Number of schools served: approximately 100

Evaluation reports available: Mobile Science Museum; Mobile Craft Museum; One-Room Schools; Local museum evaluations on museum-school related tours; Photographic Exhibition Program

Descriptive materials available: Kansas Museums Directory; Guides on Teaching in A One-Room School and 1890's Classroom; Various resource and curriculum guides on cultural heritage subjects; Exhibits and Kits brochure; History of Kansas; McGuffey's Readers; Slides/Tapes programs; Teacher Resource Documents and Teacher museum-school information sheets.

For further information, contact: Paul Chancy Oberg, Supervisor of Office of Museum Programs
Wichita Public Schools
Educational Services Building
640 North Emporia
Wichita, KS 67214
(316) 268-7752

OHIO: Columbus Public Schools
270 East State Street
Columbus, OH 43215

TITLE OF PROGRAM: Oakland Park Traditional School

Brief Description: Traditional education at Oakland Park provides each student with a teacher directed program that focuses on skills and academic excellence. Teachers work basically with students in self-contained classrooms individualizing for remediation and acceleration as the needs of students dictate. Programs stressing cultural and educational values are periodically interwoven into the school's curriculum at each grade level enabling students to develop an appreciation of the fine arts. Teachers encourage integrity, self-application, patriotism, and respect for authority in all aspects of the students' educational experience. The school firmly believes that a disciplined mind, in a disciplined body, functions most effectively. Thus the school stresses responsibility for one's actions in addition to encouraging scholarly achievement and values that lead to healthful and productive living.

Program staff: Principal and 14 teachers

Scope: The program began in 1975. It is open to all city school students residing north of Fifth Avenue. (Students south of Fifth Avenue are served by Stewart Traditional School.) Admission is by lottery and geographical residence.

Oakland Park Traditional School

Number of individuals served: 406 students, grades K-5

Number of schools served: Headquartered at one school

Evaluation reports available: Yes

Descriptive materials available: Yes

For further information, contact: Eleanor DeLoache, Principal
Oakland Park Traditional School
3392 Atwood Terrace
Columbus, OH 43224
(614) 268-8656

ILLINOIS: Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777

TITLE OF PROGRAM: Occupant Restraints Audiosual - Elementary Level

Brief description: The project incorporates the audio-visual kit developed by the National Highway Traffic Safety Administration (MHTSA) in teacher inservice sessions throughout the State of Illinois. The instructional focus of the project is to acquaint a cadre of elementary teachers with the MHTSA packet. They will serve as catalysts to their schools and will be expected to use, and demonstrate use to those educators interested. The program contains printed material and supplemental films on restraint devices.

A companion instructional packet is included, entitled "Starting Early," which focuses on alcohol awareness and safety education for K-6 classes. This packet was developed by American Automobile Association.

Program staff required: One coordinator

Scope: Statewide in scope. Project duration is two years (year 1 - Elementary, year 2 - Junior High) Audience is elementary teachers in public and non-public schools.

Number of individuals served: 175 year #1

Number of schools served: 79

Evaluation reports available: Yes - after September 30, 1984

Descriptive materials available: Overview statement of program, "Starting Early" booklet, and summary statement of evaluation (after September 30, 1984).

For further information, contact: James Churchill
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777

MISSOURI: School District of Kansas City, Missouri
Board of Education Building
1211 McGee
Kansas City, MO 64106

TITLE OF PROGRAM: Project MAR (Modified Alternative Rooms)

Brief description: Project MAR utilizes a modified double staffing instructional approach. The project is designed to provide concentrated, cohesive instructional activities that clearly address the district basic skills instructional goals as well as the remedial needs of the participating students. Through homogeneous grouping, students are assigned to the MAR rooms that are staffed with 1.5 full-time equivalent teachers and .5 full-time equivalent teacher assistant. Both teachers work as a team and provide intensive instruction in reading, language and math for all students in the MAR room. The teacher assistant reinforces the instruction that the teachers initiate. MAR rooms have a maximum class size of 25 students.

Program staff: Additional .5 teacher and .5 teacher assistant per MAR room; 28.6 teacher/teacher assistants in district.

Scope: Project MAR is a Chapter I program and begins in September, 1983 in all 34 Chapter I schools. All eligible grade 4-6 students will participate. It is anticipated that Project MAR (as well as Project PAR) will also serve the needs of those students who will be retained as a result of the school district's implementation of a new retention policy in September 1983.

Number of individuals served: 629 students in grades 4-6

Number of schools served: 34 Chapter I schools

Project MAR (Modified Alternative Rooms)

Evaluation reports available: Evaluation of the MAR Project will be part of the district's 1983-84 evaluation program and results will be available in July 1984.

Descriptive materials available: Through project supervisor

For further information, write:

Imogene Lewis
Supervisor, Special Projects
School District of Kansas City, Missouri
1211 McGee
Kansas City, MO 64106
(816)221-7565

MISSOURI: School District of Kansas City, Missouri
Board of Education Building
1211 McGee
Kansas City, MO 64106

TITLE OF PROGRAM: Project PAR (Pilot Alternative Rooms)

Brief description: Project PAR utilizes a double staffing instructional approach to provide basic skills instruction. The project is designed to provide concentrated, cohesive instructional activities that clearly address the district basic skills instructional goals as well as the remedial needs of the participating students. Through homogeneous grouping, students are assigned to the PAR rooms that are staffed with two teachers. Both teachers work as a team to provide intensive instruction in reading, language and math and emphasis is placed on reinforcing reading, language and math skills in the other subject areas. PAR rooms have a maximum class size of 25 students and a minimum of 1,375 minutes of direct instruction per week must be provided by the PAR teacher.

Program staff: 1 PAR teacher per room; 37 teachers in district.

Scope: Project PAR is a Chapter I program and begins in September 1983 in all 34 Chapter I schools. All eligible grade 2-4 students will participate. It is anticipated that Project PAR (as well as Project MAR) will also serve the needs of those students who will be retained as a result of the school district's implementation of a new retention policy in September 1983.

Number of individuals served: 871 students in grades 2-4

Number of schools: 34 Chapter I schools

Evaluation reports available: Evaluation of the PAR project will be part of the district's 1983-84 evaluation program and results wll be available in July 1984.

Descriptive materials available: Through project supervisor

For further information, write:
Imogene Lewis
Supervisor, Special Projects
School District of Kansas City, Missouri
1211 McGee
Kansas City, MO 64106
(816)221-7565

OHIO: Columbus Public Schools
270 East State Street
Columbus, OH 43215

TITLE OF PROGRAM: Stewart Traditional School

Brief Description: This alternative school provides a high quality basic academic program using traditional teaching methods. The curriculum emphasizes student achievement in the basic subjects of reading, language, mathematics, and writing, as well as the social and natural sciences. Students are organized into self contained units that focus on mastery of the basic skills. In addition, citizenship is emphasized throughout the year by use of common themes at all grade levels. Attention is also given to specific standards of student behavior and values such as hard work, honesty, patriotism, and respect for authority. Parents are expected to support and reinforce the goals of the school and its program.

Program Staff: Principal and 13 teachers; other support personnel

Scope: The program began in 1975. It operates as one of two alternative traditional schools in the district. Admission is by lottery.

Number of individuals served: Approximately 400 students, grades K-5

Number of schools served: 42 (headquartered at one school)

Evaluation reports available: Yes

Descriptive materials available: Brochures

For further information, contact: Clinton Hickman, Principal
Stewart Alternative School
40 E. Stewart Avenue
Columbus, OH 43206
(614) 443-7401

NEBRASKA: Omaha Public Schools
3902 Davenport Street
Omaha, NB 68131

TITLE OF DOCUMENT: TOTEM

Brief description: TOTEM is an annual compilation of creative effort by students in the Omaha Public Schools in kindergarten through grade 12. Their work in the areas of written composition, both prose and poetry, is included as are art work and art illustration, musical composition, and foreign language composition and translation. The materials are selected and prepared for publication by the many staff members who have worked with the students in the various schools throughout Omaha.

Document of general interest: In McREL Urban Education Program file to be shared with network members upon their request.

For further information, contact: Lillian Planteen, English Supervisor
Department of Instruction
Omaha Public Schools
3902 Davenport Street
Omaha, NB 68131

SECTION 2: BILINGUAL EDUCATION/SPECIAL EDUCATION/STUDENT BEHAVIOR AND DISCIPLINE

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OHIO: Akron Public Schools
70 N. Broadway
Akron, OH 44308

TITLE OF DOCUMENT: Akron Public Schools Code of Student Behavior

Brief description: This brochure outlines the rules and regulations as set forth by the school system pertaining to student rights and responsibilities, administrative removal from school, student behavior and discipline, procedures for suspension and expulsion, attendance procedures, corporal punishment, liability of parents for vandalism, search and seizure, and student interrogation.

Document of general interest: In McREL Urban Education Program file to be shared with network members upon their request.

For further information, contact:
Robert Zupke, Director
Pupil Services
Akron Public Schools
70 N. Broadway
Akron, OH 44308
(216) 434-1661, ext. 226

KENTUCKY: Jefferson County Public Schools
3332 Newburg Road
Louisville, Kentucky 40218

TITLE OF PROGRAM: Attendance Improvement Method (Project AIM)

Brief description: The Jefferson County Public Schools' Department of Pupil Personnel developed the Attendance Improvement Method (Project AIM) to promote on behalf of district students regular attendance and prompt arrival to classes. AIM's objectives focus on improving student attendance, reducing dropouts, increasing parental involvement and encouraging more effective communication between the home and the school. To address these objectives, the following components have been developed: Student Incentives, Student Call-Back System, Truancy Intervention Program, School Competition and Recognition and Public Relations.

Scope: District-wide, four (4) years

Number of individuals served: All students

Number of schools served: 160

Evaluation reports available: None as such; however, student attendance has improved 3.5% in the 3 1/2 years of of program operation as compared with an improvement of only 0.4% during the 4 years prior to implementation.

For further information, contact: Mr. Stuart Sampson
Director of Pupil Personnel
Jefferson County Public Schools
3332 Newburg Road
Louisville, KY 40218

ST. LOUIS COUNTY: Special School District of St. Louis County, Missouri
12110 Clayton Road
Town and Country, Missouri 63130

TITLE OF PROGRAM: Basic Skills Curriculum

Brief description: The Basic Skills Curriculum is an instructional management system with sequential goals and objectives in seven developmental and applied areas or categories for ages 0 to 21. The categories are Academic, Independent Living, Intellectual, Language, Perceptual, Physical and Social. Each category includes a curriculum checklist to aid in assessing a student's present level of functioning, a list of sequential objectives for use in developing Individualized Education Plans (IEP's), a bibliography, a glossary and a graph to plot student progress. The curriculum was designed to provide coordination and consistency in teaching between all education programs and instructional models in a district serving special education and vocational-technical education students.

Will you provide a copy to McREL which we can make available to others on loan? Yes

For further information, contact: Betty P. Walls, Coordinator
Instructional Resource Center
Special School District
12110 Clayton Road
Town and Country, MO 63131

IOWA: Des Moines Public Schools
1800 Grand Avenue
Des Moines, IA 50307

TITLE OF PROGRAM: Child Guidance Center Day Hospital School

Brief description: The Child Guidance Center Day Hospital School is operated jointly by the Des Moines Child Guidance Center and the Des Moines Independent Community School District, and it serves as a prime example of effective interagency collaboration. This program serves children whose severe emotional and behavioral problems render them unable to cope with the learning process in a public school setting even in the most restrictive special education program. By providing a comprehensive day treatment program which includes comprehensive educational services along with intensive individual and family therapy, Day Hospital is able to effectively serve many children who previously would have required residential care.

Program staff: 4 special education teachers, 3 teacher associates, and 1 special education consultant

The Day Hospital director and psychotherapy staff are employed by the Child Guidance Center.

Scope: The program began in 1959 and has functioned in its present format since 1975.

Number of individuals served: Maximum enrollment at any one time is 18 students. The program serves an average of 50-70 students on a yearly basis.

Number of schools served: All elementary and junior high schools within the Des Moines Independent County School District and nearby districts

Child Guidance Center Day Hospital School

Evaluation reports available: A more comprehensive study is available upon request.

Descriptive materials available: Various descriptive materials available upon request.

For further information, contact:

John Epp, Coordinator
Emotional Disabilities
Des Moines Public Schools
1800 Grand Avenue
Des Moines, IA 50307

OHIO: Cleveland Public Schools
1380 East Sixth Street
Cleveland, Ohio 44114

TITLE OF PROGRAM: Cleveland Indian Education Services Program

Brief description: The Cleveland Indian Education Services Program is designed to provide special services to identified Indian students. The service provides counseling and other school/home support to secondary students who have demonstrated extreme school absences.

The project sponsors the Native American Student Council (NASC). The NASC for secondary students has regularly scheduled meetings. This is an effort to increase student involvement and encourage attendance in school. Additional events are sponsored for all Indian students and parents.

Program staff: 1 Coordinator, 1 Staff Specialist, 1 Home-School Visitor, 1 Clerk

Scope: The program serves grades 1-12 and has been in operation for 10 years.

Number of individuals served: 485 students

Number of schools served: 132 schools

Evaluation reports available: yes

Descriptive materials available: yes

For further information, contact: Dr. Marian Kilbane-Flash
1380 East Sixth Street
Cleveland, Ohio 44114
(216)574-8396

OHIO: Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

TITLE OF PROGRAM: Coping With Me & You

Brief description: This is a program of supplementary classroom activities focused on the affective development of students in junior high school (grades 7-9). The program includes a Teacher Manual of activities, accompanying materials, and a Trainer's Manual.

Program staff: Regular classroom teacher

Scope: The program focuses on four areas of affective development: Self Concept Development, Peer Relationships, Valuing & Decision Making, Interracial/Intercultural Understanding. It trains teachers in the affective development of early adolescent age children, methods of integrating affective with cognitive education, and the use of program materials. Training is required before using program materials.

Number of individuals served: 600

Number of schools served: 20

Evaluation reports available: Final Project Report, October 1978

Descriptive materials available: Brochure

For further information, contact: James M. Morgan
Resource, Planning & Development Branch
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

KANSAS: Wichita Public Schools
640 North Emporia
Wichita, KS 67214

TITLE OF PROGRAM: Early Childhood Programs

Brief description: The Resource Room for 3 and 4 year olds provides cognitive activities for children with special needs. It was originally established for children with behavioral problems, but it now serves these as well as the learning disabled and the environmentally disadvantaged. The Childcraft screening instrument, Developmental Indicators for the Assessment of Learning (DIAL), is used for enrollment selection with three year olds and to detect delayed areas in gross and fine motor concepts among the four year olds in the program.

In the Parent-Child Program for 3 year olds, all the teachers visit all the parents of students at each of the early childhood schools at least three times a year. The visits serve the purposes of acquanting parents with classroom expectations, sharing with them their child's assessments using the DIAL parent cards that show where their weaknesses and strengths are, and helping them to use the materials and services available to them to assist their children with cognitive activities.

In the Toy Loan Library Program, teachers select materials that enrich the curriculum and strengthen weak cognitive areas of the children they teach and take these materials out on home visits. There they model for the parents the use of toys, books, or records, making various suggestions on how to help the child. Parents keep materials for a week or two and then return them to the library. Once the parents had a home visit, they can come in and check out toys on their own. The library is extensive and it includes professional and parent materials as well. A fully equipped media center with books, filmstrips, movies, etc. that support the curriculum is also available to children and their parents.

Program staff: Project director, teachers, aides

Scope: These Chapter I programs serve all 3 and 4 year old children with special needs throughout Wichita.

Number of individuals served: Approximately 290 students

Number of schools served: There are 5 early childhood schools using these three programs.

Evaluation reports available: Yes

Descriptive materials available: A brochure used for inviting enrollment and dissemination of information to the community

For further information, contact: Gertrude Duckett
Little School for Early Childhood Education
1613 Piatt
Wichita, KS 67217

IOWA: Des Moines Public Schools
1800 Grand Avenue
Des Moines, IA 50307

TITLE OF PROGRAM: Early Intervention for Handicapped Infants - Birth to Age 3

Brief description: As part of a comprehensive special education program, early intervention is provided for handicapped children from birth to age three. Identification is facilitated through linkage with hospitals, physicians, and agencies in the community. Services consist of diagnosis, educational evaluation, home intervention, playgroups, and parent education and training programs. Children diagnosed as handicapped receive at least one hour of service by a home intervention teacher each week in the child's home. The amount of service may be expanded if needed. For example, when a child's program has a heavy emphasis on feeding, the teacher or therapist may be in the child's home every noon for one or two weeks until the child acquires the skill or the parents learn the appropriate feeding techniques.

Parents may also elect to have their child participate in what are called playgroups. Playgroups are sessions held at a school for 45 minutes to one hour where a teacher or teachers work with a group of four to six handicapped children. Emphasis is on demonstration of appropriate educational techniques to the parents so that they may use them in the home. Also, the opportunity for parents of handicapped children to be together provides a benefit to the parents. It helps to motivate parents to carry out programs in the home and also increases their acceptance of their handicapped child.

In addition to the services described above, a swimming program is offered each semester for six weeks. The swimming program is offered one night each week and provides the opportunity for parents, the handicapped child and siblings to participate. This total family activity has been successful in providing a positive experience for the family that centers around the handicapped child. Potluck suppers are also held twice a year to provide an additional opportunity for families to come together in a social setting with their nonhandicapped children and their handicapped children.

Program staff: 1 preschool consultant, 2 school psychologists, 1 school social worker, 2 occupational therapists, 4 home intervention teachers, 1 physical therapist, 1 nurse, and 2 speech clinicians

Scope: The program consists of all handicapped children between birth and age three in the Des Moines Public Schools. At the age of three, the children begin to participate in a school-based program and are no longer in the home intervention program.

Number of individuals served: 60

Number of schools served: All schools in the Des Moines Public Schools system

Evaluation reports available: No formal research evaluation reports yet

Descriptive materials available: Brochures, policy handbooks and procedural manuals

For further information, contact: Karen Sznajder, Preschool Consultant
Smouse School
2820 Center Street
Des Moines, IA 50312

KENTUCKY: Jefferson County Public Schools
3332 Newburg Road
Louisville, Kentucky 40218

TITLE OF PROGRAM: Homework Hotline

Brief description: The Jefferson County Public Schools' Homework Hotline, begun in 1982, is an after-school homework assistance center operated by volunteers who help students with phoned in questions concerning their studies. The center is open from 4 p.m. to 7 p.m. daily, Monday through Thursday. Nearly 1,000 students and staff donate to the center 3,000+ hours of service each year.

Program staff required: One adult, 6 to 8 student volunteers per day.

Scope: District-wide, 13,000+ calls answered

Number of schools served: All

Evaluation reports available: Positive media coverage and public relations have been consistent.

For further information, contact: Mr. George Unseld
Project Coordinator
Jefferson County Public Schools
3332 Newburg Road
Louisville, KY 40218

IOWA: Des Moines Public Schools
1800 Grand Avenue
Des Moines, IA 50307

TITLE OF PROGRAM: Interpreting Services of the Hearing Impaired

Brief description: Approximately 100 hearing impaired students are served in the Des Moines Schools. The majority of these students are mainstreamed into the regular educational program. This mainstreaming program demands that the district provide a variety of support services to the regular educator as well as to the hearing impaired student.

Interpreting services is one of the support services. This service minimizes the communication difficulties that can arise between a regular classroom teacher and the hearing impaired child.

Program staff: Local building administrators, local building staff, supervisor, hearing conservation educational services, teachers of the hearing impaired, educational interpreters

Scope: The interpreting program was initiated in response to the communication needs of mainstreamed hearing impaired students. The program was initiated five years ago and is still operating.

Number of individuals served: All mainstreamed hearing impaired children in the Des Moines Public Schools

Number of schools served: The hearing impaired program in Des Moines is based in one elementary building and two secondary schools. Seven interpreters are divided among these buildings. In addition to the schools served, interpreters serve during extra curricular activities.

Interpreting Services of the Hearing Impaired

Evaluation reports available: Several reports centering on the evaluation process of the educational interpreter are available on request.

Descriptive materials available: Publications on interpreting in general are available from:

The National Association of the Deaf
814 Thayer Avenue
Silver Springs, MD 00910

For further information, contact:
Jim Doyle, Supervisor
Hearing Conservation/Educational Services
1800 Grand Avenue
Des Moines, IA 50307

MISSOURI: School District of Kansas City, Missouri
Board of Education Building
1211 McGee
Kansas City, MO 64106

TITLE OF PROGRAM: Learning Disabilities Program

Brief description: The Learning Disabilities Program provides a continuum of services from itinerant services to self-contained classrooms with mainstreaming for learning-disabled (LD) and severely learning-disabled (SLD) children in the elementary and secondary schools. The learning-disabled children are identified according to federal and state guidelines and then are given special instruction by teachers certificated in learning disabilities.

Program staff: 1 coordinator, 115 teachers.

Scope: The Learning Disabilities Program began as a pilot program, Project HOLD (Help Overcome Learning Disabilities), in 2 Kansas City schools in 1970. It is now a department of the Special Education Division in the school district and serves all children who have been identified as learning-disabled.

Number of individuals served: Approximately 2300 students, grade 1-12

Number of schools served: All Kansas City Missouri Public Schools

Evaluation reports available: From coordinator

Descriptive materials available: Annual reports available from coordinator

For further information, write: Clyde Baer, Coordinator
Department of Learning Disabilities
8111 Oak Street
Kansas City, MO 64114
(816)523-8132

NEBRASKA: Omaha Public Schools
4469 Farnam
Omaha, NB 68131

TITLE OF DOCUMENT: Learning Style Identification Scale Manual

Brief description: This manual describes a program for identifying and responding to the learning styles of students. It explains how learning style can be identified, what the five predominant learning styles involve, and what should be considered when working with students in response to those learning styles. The manual includes rating scales and profiles, learning style studies with behavior indicators and appropriate responses, and job sheets that outline subject area objectives, materials, directions, and evaluation questions for each learning style.

Document of general interest: In McREL Urban Education Program file to be shared with network members upon their request.

For further information, contact: Paul J. Malcom, Staff Assistant
Instructional Research & Testing
Omaha Public Schools
4469 Farnam
Omaha, NB 68131
(402) 554-6258

TENNESSEE: Metropolitan Nashville Public Schools
2601 Bransford Avenue
Nashville, Tennessee 37204

TITLE OF PROGRAM: Life Training Skills Development for the Severely Mentally Retarded

Brief description: Small task forces of 3 to 6 teachers drawn from the faculties of schools and programs serving severely mentally retarded students, in conjunction with the program coordinator, focus on one of nine curriculum areas designated as the major skill areas needed by this population. Those areas are: Applied Academics, Behavior, Communications, Community Living, Home Living, Personal Care, Motor, Leisure and Vocational.

A task force agrees upon a scope and sequence of skills and functions as curriculum development leaders for their schools. Workshops to examine task force products and commercial materials are presented to the faculties of the target schools. Experts in the area of mental retardation review products in order to assure that the curriculum represents the pragmatic knowledge of the practitioners and also current theoretical models.

For each curriculum area, task forces also develop a systematic assessment method to allow for correct placement of students into the curriculum. Assessment materials, procedures, curriculum items and appropriateness are continuously revised to meet student needs and current educational practices.

The curriculum is coordinated with the style and form of the system's individualized educational program format.

A major benefit of this model is the smooth transition it provides students as they move from one school to another. This process insures a viable, dynamic curriculum that is responsive to the needs of the students. A coordinated, uniform approach to the educational needs of this student population is the end result.

Program staff: 1 coordinator, 1 clerk typist, and released time for teachers participating in 9 curriculum development task forces (3 to 6 teachers, for one day each)

Scope: Systemwide project for all students in this population: Ages 4 to 21, severely mentally retarded. 1983-84 is the fifth year of operation.

Number of individuals served: Approximately 500 students

Number of schools served: 4 self-contained special schools plus 10 classes of mainstreamed students in schools throughout the system.

For further information, contact:
Margaret Horsnell, Project Coordinator
Department of Special Education
Metropolitan Nashville Public Schools
2601 Bransford Avenue
Nashville, Tennessee 37204

KENTUCKY: Jefferson County Public Schools
3332 Newburg Road
Louisville, Kentucky 40218

TITLE OF PROGRAM: A Manual of Instructional Strategies

Brief description: During the fall of 1982 the project M.E.D.I.A. (Middle and Elementary Direct Instructional Alternatives) was federally funded under Education of the Handicapped PL 91-230 as a joint venture of the Jefferson County Public Schools, the Jefferson County Teachers' Association, and the University of Louisville. The project's goals were to aid "at-risk" and mainstreamed exceptional child education students in their transition from elementary (K-5) to middle (6-8) school and to assist them in becoming successful in the new environment. These students had been identified in an informal needs assessment as not being able to cope with the changes demanded of them during this time of transition.

As the project progressed, it was discovered that many regular program students were experiencing difficulties as well. Hence, a manual of intervention strategies was written to aid in addressing students' problems and a series of workshops was developed for presentation to teachers whose students were most affected during these transitional years. Use has demonstrated that the manual contains strategies effective for the students in most grades and that it can be used by a variety of teachers working to meet the individual needs of students.

The manual is divided into six sections: Communication, General Strategies, Instructional Techniques, Study Skills, Coping Skills, and Content Areas. Topics of specific problem areas are alphabetized within each section. Under each topic you will find strategies listed which can be tried with a student experiencing that particular difficulty.

Will you provide a copy to McREL which we can make available to others on loan? Yes

For further information, contact: Mrs. Pat Montgomery
Inservice Program Specialist
Jefferson County Public Schools
3332 Newburg Road
Louisville, KY 40218

TENNESSEE: Memphis City Schools
2597 Avery Avenue
Memphis, TN 38112

TITLE OF PROGRAM: Memphis City Schools Mental Health Center

Brief description: This quality, comprehensive mental health program proposes: (1) to provide therapeutic, consultative, and preventive mental health services to all children and youth (including those who are abusing alcohol and drugs) and their families in the Memphis/Shelby County area; (2) to promote an educational climate in the Memphis City Schools conductive to fostering the mentally healthy growth and development of students; and (3) to establish and maintain effective relationships with the community as a component of the network of helping agencies within Shelby County. The program serves all children up to age 18 in the entire county with preventive mental health and social work services. The aim is to assist families, children, and teachers in the school setting in order to keep students out of special education when their handicaps are due to emotional or family problems. Services provided by the MCSMHC include: psychological and social diagnosing; individual, group, and family therapy; consultation (principals, teachers, parents, other agencies); working with suspended students; alcohol and drug abuse counseling; behavior management programs for several disruptive classrooms and one entire school; evaluating all students returning to

Memphis from state correctional facilities; parent study groups (to assist parents in understanding and dealing with their child's special problems in learning disabilities, emotional disturbance, etc.); and staff-development activities for Memphis City Schools staff (on behavior management, adolescents, learning disabilities, child abuse, communication skills, etc.).

Program staff: Director, 2 Administrative Supervisors, 5 Supervising Psychologists, 2 Supervising Social Workers, 18 School Psychometrists, 3 Alcohol and Drug Abuse Counselors, 2 Clinical Psychology Doctoral-level Interns, 18 Psychological Services Workers, 18 School Social Workers, 13 Clerical Staff Workers

Scope: Although incorporated as a School Mental Health Center in November 1969, the program did not attain significant staff size until the 1972-73 school year. The program now operates year-round and provides free services to any child or youth in Shelby County, whether they are Memphis City School students or not. However, only the Memphis City Schools receive formal services; school-related services are not available to non-public schools.

Number of individuals served: 3,500 referrals received in 1976-77 fiscal year

Number of schools served: 176

Memphis City Schools Mental Health Center

Evaluation reports available: "The Memphis City Schools Mental Health Center July 1, 1978 - June 30, 1979 End-of-Year Report"

Descriptive materials available: Mimeographed sheets on various services

For further information, write: James C. Paavola, Director
2597 Avery Avenue, Room 102
Memphis, TN 38112

IOWA: Des Moines Public Schools
1800 Grand Avenue
Des Moines, IA 50307

TITLE OF PROGRAM: Our Primary Purpose

Brief description: Our Primary Purpose is a program at Iowa Lutheran Hospital for the treatment of chemically dependent adolescents. The resident treatment lasts for 60 days or more as the need arises. During this period the patients will have opportunities to keep up with their schoolwork. The coordinating teacher will provide instruction and evaluation of work completed. Records of credit earned will be sent back to the home school of the patient to be counted toward graduation. Provision will be made for those who need to complete their GED program. The program is in place during the school year only.

Program staff required: 1 certified teacher, 1 teacher associate

Scope: Adolescents from Iowa or from out of the state who are between the ages of 13 and 19 years of age with drug and/or alcohol related problems are treated at this facility.

Number of individuals served: 28 adolescents are under treatment

Number of schools served: 6 schools

Evaluation reports available: This is a new program.

Descriptive materials available: Materials can be requested from their office.

For further information, contact: Michael Spicer, Executive Director
Our Primary Purpose
Iowa Lutheran Hospital
University at Penn
Des Moines, Iowa 50316

ILLINOIS: Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777

TITLE OF PROGRAM: Peer Intervention Program

Brief description: The Peer Intervention Program is aimed at helping the student who is confronted with the potential problem of riding with a drinking or drunk friend. The Program will initially train 10 to 15 geographically selected high school teachers in peer-intervention techniques through extensive inservice programs and follow-up support from ISBE. Their responsibilities will include in-house coordination of the training, actual instruction, and acting as resource people for future local or statewide expansion of the program.

Program staff required: One Coordinator (statewide) and two local/area teachers as resource people.

Scope: Regional scope - Illinois/Wisconsin border counties and Iowa/Illinois border counties.

Number of individuals served: 25 faculty and 155 students have participated in project during year #1.

Number of schools served: 22

Evaluation reports available: Evaluation Summary available after September 15, 1984.

Descriptive materials available: Project model will be available for review after September 15, 1984.

For further information, contact: Earl Anderson
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777

NEBRASKA: Omaha Public Schools
3902 Davenport Street
Omaha, NB 68131

TITLE OF PROGRAM: Positive Peer Culture

Brief description: Positive Peer Culture (PPC) is based on the premise that one of the greatest influences on adolescents is the peer influence. While peer influence often encourages youth to engage in disruptive behaviors, peer influence can also help youth find positive solutions to their problems with drugs, sex, school work, family, etc., and can increase their commitment to school. Additionally, when youths give help to others, their own feelings of self-worth increase. Hence, PPC becomes an effective resource at the school's disposal in helping meet the needs of its student body. Furthermore, with PPC, the student has an investment in the school, its rules and the overall climate exhibited at school and in the community.

PPC utilizes the group approach in working with young adults. Selected students, positive and negative, are placed into small groups. Each PPC group is composed of 7-11 (9 is the ideal number) students of the same sex and an adult group leader. Group members discuss problems and confront each other as well as other students about their behavior.

Program staff: A project director and regular school staff

Scope: PPC is a student oriented program that has been operating since 1973.

Number of individuals served: In 1980-81, 360 student/natural leaders were directly involved in the PPC leadership groups.

Positive Peer Culture

Conservatively, these members indirectly affected 3200 other students through formal or informal contacts.

Number of schools served: It is presently implemented in seven secondary school in Omaha.

Evaluation reports available: Upon request

Descriptive materials available: Brochure

For further information, contact:
Ken Butts, PPC Coordinator
Omaha Public Schools
3902 Davenport Street
Omaha, NB 68131
(402) 554-6248

MISSOURI: Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

TITLE OF DOCUMENT: School Dropouts in Missouri, 1981-1983

Brief description: This dropout study is an update of the 1979-1981 dropout report. It presents statewide data, information from six urban/metropolitan school districts in the state, reasons why selected districts have low dropout rates, and program descriptions.

For further information, contact: Mrs. Joan Solomon
Director of Urban Education
Dept. of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

OHIO: Ohio Department of Education
65 S. Front Street
Columbus, Ohio 43215

TITLE OF PROGRAM: SEA Bilingual Education Project For Coordination of Technical Assistance

Brief description: The purpose of this project is to provide technical assistance to Ohio school districts in the preparation, operation or improvement of bilingual education programs, so that limited English proficient (LEP) students can improve their English language skills.

The Division of Equal Educational Opportunities through the LAU Center provides technical assistance services in the area of:

1. Exchange of information among programs of bilingual education at the local, state, and federal levels.

2. Development of budget and funding strategies, as well as of bilingual curriculum materials. Assistance in selection and use of bilingual curriculum materials and program evaluation techniques.

3. Dissemination of information to enable teaching and support personnel in bilingual programs to meet state certification requirements.

4. Coordination with other bilingual education agencies to assist school districts in the:

a) selection of measures to assess the language proficiency of LEP students, personnel employed in bilingual programs, and trainers at Ohio colleges/university bilingual training programs;

b) improvement of the quality of local bilingual education programs;

c) reduction of the costs of bilingual education data-gathering activities:

d) development of assessment procedures to determine the need for training LEA personnel participating in bilingual education programs.

Number of individuals served: Approximately 4,750 LEP students were served through Ohio Title VII bilingual programs in 1982-1983. Also, approximately 155 bilingual education educators, and 148 other bilingual education personnel was served by Ohio LAU Center through inservice activities.

Number of schools served: Six Ohio school districts have received Title VII Grants, and have been served by the LAU Center. Eight other school districts in the process of designing, preparing or implementing bilingual education/ESL programs have been provided with technical assistance.

Descriptive material available: The program has bilingual education materials available to the school districts for loan, through the LAU Center Resource Library.

For further information, contact: Fabiola M. Heintz-Blanco
Bilingual Education Consultant
Division of Equal Educational Opportunities
65 S. Front Street, Room 416
Columbus, OH 43215

KANSAS: Wichita Public Schools
640 North Emporia
Wichita, Kansas 67214

TITLE OF PROGRAM: Special Education Center for Severely Multiply Handicapped

Brief description: Levy Special Education Center is a public school designed for the severely handicapped students. They range in age from 5 to 21. The student/teacher ratio is low, generally 2.6 to 1 student ratio.

Program staff: 65

Scope: The program is city-wide, serving severely handicapped children. It has been in operation since 1981

Number of individuals served: 66

Number of schools served: 1

For further information, contact: Jon Rainbolt, Coordinator
Levy Special Education Center
400 North Woodchuck
Wichita, Kansas 67212

ILLINOIS: Board of Education, City of Chicago
160 West Wendell Street
Chicago, IL 60609

TITLE OF DOCUMENT: Student Conduct and Discipline

Brief description: This pamphlet specifically outlines students and parent rights and the responsibilities they, along with the teacher, principal, district superintendent, general superintendent, and the board of education should assume in relation to student conduct and discipline, based on The School Code of Illinois, the Rules of the Board of Education of the City of Chicago, Students and Schools: Rights and Responsibilities (Illinois Office of Education, 1975), and the Agreement between the Board of Education of the City of Chicago and the Chicago Teachers Union.

Document of general interest: In McREL Midwest Regional Exchange to be shared on request with network members.

For further information, contact: Gerald J. Heing, Assistant Superintendent of Curriculum and Instruction
Board of Education, City of Chicago
160 West Pershing Road - 6C
Chicago, IL 60609
(312) 890-7900

KANSAS: Wichita Public Schools
640 N. Emporia
Wichita, Kansas 67214

TITLE OF PROGRAM: Substance Abuse Prevention: It Starts With People

Brief description: The Wichita Public Schools provides a multi-faceted substance abuse prevention program. The key elements are:

1. A Substance Abuse Prevention staff of four teaching specialists and two secretaries. Additional assistance is gained from:
   a. a volunteer staff of 50 Substance Abuse Prevention School Team Approach facilitators
   b. The Kansas Department of Transportation
   c. National Highway Traffic Safety Administration
   d. U.S. Department of Education - Region VII Center for Alcohol and Drug Education Programs

2. Substance Abuse Prevention training for USD 259 staff.

   The types of training include:

   a. Brief overview workshops - one hour
   b. Half- and full-day workshops - three to six hours
   c. Summer Inservices - 20 hours
   d. School Team Approach Retreat Workshops - 50 hours

3. Substance Abuse Prevention Presentations to Students.

   Staff members provide student presentations on:

   a. Self Concept
   b. Decision Making
   c. Responsibility
   d. Communication
   e. Specific Alcohol and Other Drug Information
   f. Resisting Peer Pressure
   g. Positive Peer Leadership
   h. Alternatives to Substance Abuse

4. Services to Parents and Patrons. The staff provides workshops and consultations to:

   a. Parent Organizations
   b. Civic and Social Organizations
   c. Professional Organizations
   d. Individuals Seeking Information
   e. Law Enforcement Officials
   f. Local, State, and Federal Agencies
   g. Other Public, Private, and Parochial Schools

5. Support Materials. Support materials include:

   a. SUBSTANCE ABUSE PREVENTION - IT STARTS WITH PEOPLE, a K-12 curriculum guide for educators
   b. Twenty-five titles of supplementary brochures and kits for students, staff, and parents
   c. Health texts for all elementary students
   d. An audiovisual library

Program staff required: Specialist in charge for program coordination; three Prevention Specialists for school team expansion and support (three years only); two secretaries

Scope: The program is citywide, in operation since 1970, with major revisions in 1980 and 1983. Workshops for educators on school-based prevention programs have been conducted annually since 1977. Wichita School Team training was initiated in October 1981. A coordinator was employed in October 1980.

Number of individuals served: 25,000 elementary students; 20,000 secondary students, 27,000 families; consultant to local private and parachial schools.

Number of schools served: 98

Evaluation reports available: Annual Report; Student Attitude Toward Drugs Survey; Student Drug Knowledge Survey; Suspension and Expulsion Data; School Team Training and Action Plan evaluations.

Descriptive materials available: Substance Abuse Prevention Resource Booklet - USD #259

Wichita School Team Approach brochure

Wichita Connection - monthly newsletter

For further information, contact:
Galen E. Davis, Specialist In Charge
Substance Abuse Prevention
Wichita Public Schools
Wichita, KS 67214
(316) 268-7896

OHIO: Ohio Department of Education
Division of Equal Educational Opportunities
LAU Section
65 South Front Street, Room 416
Columbus, Ohio 43215

TITLE OF PROGRAM: Title IV, 403-B-Award to State Education Agency for National Origin Desegregation

Brief Description: The LAU Center of the Division of Equal Educational Opportunities provides technical assistance (including training) to school districts with children of national origin minority (NOM) background whose dominant language is not English. These districts are assisted in the preparation, adoption, and implementation of national origin desegregation plans and coping with educational problems resulting from national origin desegregation.

Due to the unique distribution of NOM pupils in Ohio school districts, the LAU Center has established a system of priorities to address the needs of districts. Priorities were determined by three (3) criterias:

1) Districts cited by the U.S. Office for Civil Rights under Title VI of the Civil Rights Act of 1964 and are implementing LAU Compliance Plans - Priority I. The SEA/LAU Center assists in all implementing activities of these districts.

2) Districts with significant numbers of NOM pupils - Priority II. Included in this group are Columbus, Cincinnati, Cleveland Heights, Kettering, Worthington, and Athens. Priority II repeatedly have requested assistance in developing programs for NOM pupils. LAU Center staff provides technical assistance through

workshops, onsite visits, mail, telephone, and personal contact.

3) Districts with small numbers of NOM pupils. Priority III. These districts are for the most part far removed from large areas and in many instances are in rural areas. The LAU Center has responded to requests for materials, assessment instrument selection and use, and appropriate instructional methodologies. Recognizing that federal funding is only temporary, the LAU center encourages all districts to develop a networking system for information, materials, and personnel sharing. These sharing efforts will ensure the capabilities of school districts to meet the needs of NOM pupils and provide them equal educational opportunities now and in the future.

Number of individuals served: Approximately 200,000

Number of school districts served: Seven under LAU Compliance; others are served upon request.

Descriptive materials available: Guidelines for Development of LAU Programs
Comprehensive Plan to Meet LAU Compliance

For further information, contact:
Dolores C. Ransom, Consultant
Division of Equal Educational Opportunities
LAU Center
65 S. Front Street, Room 416
Columbus, Ohio 43215
(614) 466-9829

OHIO: Ohio Department of Education
65 South Front Street
Columbus, OH 43215

TITLE OF PROGRAM: Transition Program for Refugee Children

Brief description: Under the Refugee Act of 1980, P.L. 96-212, federal funds are provided through the Transition Program for Refugee Children to provide supplementary educational services to qualifying refugee children. The funds "flow through" the State Educational Agency (SEA) to Local Education Agencies (LEAs) and are distributed based on a formula system defined by the Office of Bilingual Education and Minority Language Affairs (OBEMLA), U. S. Department of Education.

The formula is determined based on the recency of arrival of students to the United States and the student's grade level. The average allotment per student in 1982-83 was $150.00. The majority of LEAs use the grant award to provide English language instruction to refugee students and to purchase special instructional materials and supplies. Each LEA is required to indicate the type of procedures or instruments used in determining the need for English language instruction and is also required to submit a Final Performance Report at the end of the program year.

In addition to awarding grants to LEAs, services are also provided in the area of inservice workshops for teachers on topics such as instructional methodologies, cultural awareness, assessment of language proficiency, and materials selection and development. Onsite visits are made periodically to LEAs to observe programs. In addition, technical assistance is available to any requesting LEA.

Transition Program for Refugee Children

Number of individuals served:	In 1982-83, approximately 2,500 refugee students in 90 LEAs were served under the Transition Program for Refugee Children.
Evaluation reports available:	An annual report is required by the U.S. Department of Education and can be made available upon request.

For further information, contact:

Jennifer A. Bell Ph.D., Consultant
Transition Program for Refugee Children
Ohio Department of Education
65 South Front Street, Room 416
Columbus, OH 43215
(614) 466-9827

MISSOURI: St. Louis Public Schools
911 Locust Street
St. Louis, MO 63101

TITLE OF DOCUMENT: Urban Student Dropouts

Brief description: This 3/4" color videotape describes the efforts of the St. Louis Public Schools to reduce and eliminate the student dropout problem.

Copies for loan only are available by request.

For further information, contact:
Albert L. Walker
Assistant Commissioner
Dept. of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

SECTION 3: COMPUTER TECHNOLOGY

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ILLINOIS: Board of Education, City of Chicago
160 West Wendell Street
Chicago, IL 60609

TITLE OF PROGRAM: Academic Computer Program

Brief description: Chicago has two major components in its academic computer program: a computer-assisted instruction program for elementary students needing remedial help in reading, mathematics, and language skills; and a Computer Education program for high school students. Students at least one and one-half years below anticipated reading achievement, and eligible for Title I programs are registered for Computer-Assisted Instruction (CAI). Each CAI student has a 20 minute terminal session daily. The computer laboratory is open 6 hours each day, and an aide is available to help students. The CAI program provides drill and practice for the Title I students in the three subject areas. Each student in the CAI program is enrolled in reading and either mathematics or language arts.

Computer Education students have free access to computer facilities ten and one-half hours daily. There are nine courses offered through science, mathematics and business departments in the Computer Education program. In Chicago's Access to Excellence Plan, there is also a four year, sequential Computer Studies program designed to provide learning experiences for high school students preparing for entry into various categories of computer-related occupations.

Project staff: CAI director, Computer Education director, Department of Systems Analysis and Data Processing personnel, teaching personnel, and paraprofessionals for each computer laboratory

Scope: Computer Education curriculum was initiated in 1965 and the first Title I grant for the CAI program was received in 1971. The program is still operating throughout the Chicago public school system.

Number of individuals served: Approximately 21,300 total annual users

Number of schools served: CAI terminals in 58 elementary schools and 2 high schools, plus 6 laboratories in schools for handicapped students. Computer Education terminals in 64 high schools, and 4 elementary schools. Terminals in technical centers in 3 high schools.

Evaluation reports available: Several reports, analysis, and studies available upon request

Descriptive materials available: Computer-Assisted Instruction teacher's guide and Instructional Computing...Ten Case Studies by the Human Resources Research Organization, 1978

For further information, write:
Rita Cooney
Chicago Public Schools
160 West Wendell
Chicago, IL 60609

OHIO: Columbus Public Schools
270 East State Street
Columbus, OH 43215

TITLE OF PROGRAM: The Columbus Computer Project

Brief description: This project was introduced during the 1982-83 school year to explore the use of microcomputers in the classroom. The project will use a network system of ten microcomputers in each school for computer assisted instruction. The major goals for the second year of the project include:

1. Computer literacy/awareness for all 9th grade students,
2. expanded mathematics achievement in 4 middle schools,
3. inclusion of grade 4 in the elementary program.

Computer literacy/awareness is defined as what a person needs to know about and do with a computer in order to function competently in our information-based society.

Program staff: Staffs of 16 high schools, 4 middle schools and 1 elementary school; and 2 persons from the Department of Program Consultation

Scope: The program operates city-wide, expanded from 3 schools in 1982 to 21 schools in 1983 (16 high schools; 4 middle schools, 1 elementary school).

Number of individuals served: 5000 students, 1000 staff, 100 administrators

Number of schools served: 22

For further information, contact: Earl Tharp, Supervisor
Department of Program Consultation
Columbus Public Schools
2200 Winslow Drive
Columbus, OH 43207
(614) 443-7602

MISSOURI: School District of Kansas City, Missouri
Board of Education Building
1211 McGee
Kansas City, MO 64106

TITLE OF PROGRAM: Comprehensive Computer Education - Secondary Schools

Brief description: The program addresses two areas targeted for curriculum improvement in order to increase student proficiencies. These areas are mathematics and science. The curriculum included a computer literacy unit for general math classes, computer programming classes for advanced math students and computer simulations which are in problem solving in earth science, biology, chemistry, and physics classes.

Program staff: 1 coordinator, 2 resource teachers, 1 programmer and 2 writers

Scope: A pool of documented computer programs in simulations have been developed as well as computer literacy instructional units. Teachers are provided inservice workshops at regular intervals. Computer hardware and software is available in all senior high schools to support the program.

Number of individuals served: Approximately 1,000 students in grades 9-12

Number of schools served: 9 senior high schools

Evaluation reports available: Student gains in test scores and product production exceeded expectations. Evaluation results are available.

Descriptive materials available: Through project coordinator

For further information, contact: Thomas Hartley, Coordinator
CA-CMI
School District of Kansas City, Missouri
1211 McGee
Kansas City, MO 64106
(816) 221-7565

MISSOURI: School District of Kansas City, Missouri
Board of Education Building
1211 McGee
Kansas City, MO 64106

TITLE OF PROGRAM: Computer Assisted Instruction (CAI)

Brief description: The CAI program is an individualized, interactive, self-paced, computer-based program in mathematics, reading, science and work-study skills (map reading, table and graph reading, reference information skills). The CAI reading lessons for levels 1-6 are currently under development.

SRA pre- and post-tests are administered to each student that participates in the program. The CAI labs are monitored and student progress is recorded.

Program staff: 1 coordinator, 2 resource teachers, 1 math and 1 reading curriculum development teacher, 2 programmers, 1 computer operator, and 7 lab aides.

Scope: Begun in 1968 in one junior high school, the present program has been expanded to include 7 schools and covering 4 curriculum areas.

Number of individuals served: Approximately 2600 students grades 2-12

Number of schools served: 2 elementary, 4 junior high and 1 senior high school

Evaluation reports available: CAI has proven itself to be an effective tool if consistently and sufficiently used. Evaluation reports are available from project coordinator.

Descriptive materials available. From project coordinator

For further information, contact: Thomas Hartley, Coordinator
CA-CMI
1211 McGee
Kansas City, MO 64106
(816) 221-7565

OHIO: Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

TITLE OF PROGRAM: Computer Assisted Instruction - Disadvantaged Pupil Program Funds (DPPF)

Brief description: The purpose of this program is to establish learning centers in all DPPF eligible middle schools, junior high schools and high schools for the purpose of remediating students whose California Achievement Test scores in reading or math are in the lower three stanines. The Computer Assisted Instruction Project Staff will provide inservice training for all learning center personnel in the use of the Cincinnati Instructional Management System, Diagnostic Prescriptive Reading System, Minimum Competency programs and on the use of the microcomputer in instruction.

Program staff: Project director, DPPF coordinators, secretary, teachers

Scope: This project is targeted for grades 6-12. Criteria and procedures for selection of students involve the learning center staff identification of students by CAT test scores with approval of their principal.

Number of individuals served: Approximately 3,300

Number of schools served: 5

Evaluation reports available: DPPF Monthly Progress Reports

Descriptive materials available: 1982-83 Component Narrative

For further information, contact: Charles Nuckolls, DPPF
Educational Opportunity Branch
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

KANSAS: Wichita Public Schools
640 N Emporia
Wichita, Kansas 67214

TITLE OF PROGRAM: Computer Literacy Program

Brief description: This is a complete program for the implementation of computer technology for instructional purposes in the district for the next five years. It includes components of computer Awareness, Computer Utilization, and Programming. The K-12 model includes these courses:

COMPUTER AWARENESS

- History
- Capabilities/Limitations
- Applications
- Career Opportunities
- Hardware/Software
- Vocabulary
- Social/Moral Issues

COMPUTER UTILIZTION

- Operating a Computer
- Interact with Educational Software that reinforces curricular objectives
- Keyboarding
- Word Processing

PROGRAMMING

- Introductory Programming
- Intermediate Programming
- Advanced Programming

STAFF INSERVICE

- Half Day Awareness Workshops (faculty)
- Full Day Awareness Workshops (administrators)
- Full Day Awareness Workshops (teachers)
- One Week Utilization Workshops
- Two Week Utilization and Programming Workshops
- Word Processing (beginning and advanced)
- PFS and Data Bases
- Visicalc (Accounting)
- Technical Support/Trouble Shooting

A document explaining the model is available from McREL.

Number of individuals served: 42,000 students -- all schools

Computer Literacy Program

Evaluation reports available: yes

Descriptive materials available: yes

For further information, contact:

John Wolverton, Manager, User Service
Data Processing and Pupil Accounting
432 West Third
Wichita, Kanasa 67203

MISSOURI: School District of Kansas City, Missouri
Board of Education Building
1211 McGee
Kansas City, MO 64106

TITLE OF PROGRAM: Computer Managed Instruction - Answer™

Brief description: The CMR "Answer" program is a computerized instructional support program which diagnoses student progress on reading objectives for the Houghton-Mifflin basal reading series. Supplementary resources are available for teachers to use with those students identified by CMI as not having mastered each objective. Because CMI can pinpoint reading problem areas quickly, it assists teachers in teaching for mastery learning.

The supplementary resources were developed by Houghton-Mifflin in support of their basal reading series. The Kansas City School District has developed computer assisted reading lessons as additional support.

Program staff: 1 resource teacher, 1 computer operator

Scope: CMI was implemented in October, 1981-82 in 5 elementary schools as a pilot project. The pilot program was continued in the 5 elementary schools during 1982-83. For the 1983-84 school year, the CMI program has been expanded to include 30 elementary schools. Twenty-seven of these are Chapter I schools. The program will be implemented in the PAR and MAR classrooms to provide support for these two basic skills improvement programs.

Number of individuals served: 100 teachers and approximately 3,500 elementary students in grades 2-6

Number of schools served: 30 elementary schools

Evaluation reports available: A 1982-83 evaluation report is available.

Computer Managed Instruction - Answer TM

Descriptive materials available: From the project resource teacher and in the 1982-83 evaluation report

For further information, contact:
Bettye Young
CMI Resource Teacher
School District of Kansas City, Missouri
1211 McGee
Kansas City, MO 64106
(816)221-7565

KANSAS: Wichita Public Schools
640 N. Emporia
Wichita, Kansas 67214

TITLE OF PROGRAM: Computer Management System: CMS

Brief Description: CMS is an acronym for Computer Management System. It is a program designed to manage reading and mathematics instruction. The program has the following components:

a. Reading and Mathematics Grade Level Objectives
b. Prescriptions from adopted programs in reading and mathematics
c. Tests to measure mastery of each objective

The Apple Microcomputer is used to manage the objectives, prescriptions and tests. Reports can be generated on concept mastery status of each student and prescriptions that the teacher can use in planning classroom instruction as well as a communication report to parents on the skills mastered by their children.

Number of individuals served: (1983-84) 12,000 (1984-85) 18,000

Number of schools served: (1983-84) 32 schools (1984-85) 52 schools

Evaluation reports available: CMS has the capability of generating both individual school reports for each class and District level reports of the percent of objectives mastered in reading and mathematics for each class and school using the program.

Descriptive materials available: Apple IIE System with two disk drives; OMR Card Reader; Printer; Random House CMS Software; Pretests and Post tests for each objective; Cards for Card Reader; Paper for Printer

Computer Management System

For further information, contact: Lawrence Bechtold, Director
of Curriculum Division
640 N. Emporia
Wichita, KS 67214

OHIO: Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, Ohio 45202

TITLE OF PROGRAM: Educational Technology Task Force

Brief description: The Cincinnati Public Schools established an Educational Technology Task Force in January 1983 to develop recommendations to the Board of Education for effective use of the new technologies in education. The Task Force is to prepare a three-year plan which will describe steps the Board can take in applying technology to the areas of Computer Literacy, Instruction, Administration, and Staff Development. The Task Force has established committees to develop specific plans in each of those four areas, and is to complete its work by October 1983.

Program staff required: District staff to assist Task Force in developing recommendations.

Scope: District-wide in scope and purpose; audience will be general community, staff, and other school districts.

Number of individuals served: 50,000 students

Number of schools served: 80 schools

Evaluation reports available: Yes

For further information, contact: Mr. John Grate, Director, Resource, Planning and Development
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, Ohio 45202

KENTUCKY: Jefferson County Public Schools
3332 Newburg Road
Louisville, Kentucky 40218

TITLE OF PROGRAM: "New Kid in School"

Brief description: The "New Kid in School" is a campaign to put computer laboratories in all district elementary schools as part of the district's over-all five-year computer education implementation plan.

The Humana Corporation donated $150 thousand for a pilot computer project. Based on the success of that Humana donated an additional $300 thousand to expand computer education to all students.

By the end of the 1983-84 school year a total of $1.4 million was donated to the district for the purpose of implementing the district's computer program.

Program staff required: Program is operated by existing Public Relations and Computer Tech staff and donations are handled by the existing Jefferson County Education Foundation.

Scope: Community-wide

Number of individuals served: 40,000 students targeted for service by 1986-87.

Number of schools served: Eventually all 86 elementary schools

Evaluation reports available: In process; however, during 1983-84 $1,4300,000 has been received from businesses and other outside agencies for purchase and implementation of the district's computer program.

For further information, contact: Ms. Rande Swann
Public Information Officer/Public
Affairs Director
3332 Newburg Road
Louisville, KY 40218

MISSOURI: School District of Kansas City, Missouri
Board of Education Building
1211 McGee
Kansas City, MO 64106

TITLE OF PROGRAM: PLATO Educational System-a School/Community Partnership

Brief description: PLATO is a Control Data Corporation Educational System that introduces and provides computer-assisted and computer-managed instruction to those students needing remediation or enrichment in the areas of reading and mathematics. The computer hardware consists of four self-sustaining micro-computers, printer, and word processor. Software consists of computer programs and correlated textbooks, workbooks and audiovisual materials. The school staff is provided the training necessary to use the equipment. The cost of the total program is supported by Hallmark, Inc.

Program staff: No special staff. The principal coordinates the program at the school.

Scope: The program is in its third year of operation at Longfellow school. The equipment initially was leased but has now been purchased for the school.

Number of individuals served: 150 students in grades 3-6

Number of schools served: 1 Longfellow Elementary School

Evaluation reports available: No formal evaluation

Descriptive materials available: From School/Community Partnership coordinator

For further information, write: Daphne Bitters, Coordinator
School/Community Partnerships
School District of Kansas City, Missouri
1211 McGee
Kansas City, MO 64106
(816)221-7565

OHIO: Columbus Public Schools
270 East State Street
Columbus, OH 43215

TITLE OF PROGRAM: Summer Tech '83

Brief description: Stage One: During the summer of 1983, the Columbus Public Schools and the Ohio State University's College of Education sponsored Summer Tech, housed at one school with direct access to the central business district. This summer school project provided four one-week sessions in computer and software awareness and use, plus programming and word processing. With five sections a day, up to 10,000 people will have been computer-trained by the end of Summer Tech 1983. About 260 microprocessor units will be acquired during this stage of the project.

Stage Two: In the fall of 1983, the 260 microprocessors will be installed in 16 Columbus high schools on a basis of one unit for every 70 students. Instruction in computer use will include word processing, spread sheet analysis, programming, systems design and analysis. First preference will be given to high school juniors and seniors.

Stage Three: After-school and early evening classes will make computer training available at 16 Columbus high schools, located in all parts of the city. During the 1983-84 school year, another 25,000 community members could be trained in these after-school sessions.

Program Staff: Part-time, hourly instructors hired on an as-needed basis as classes are filled.

Summer Tech '83

Scope: Program is citywide; Summer 1983 is startup; audience served is preschool through adult

Number of individuals served: Up to 10,000; registration as of June 17, 1983 is 2,500

Evaluation reports available: Evaluation reports available following completion of program

Descriptive materials available: Course registration brochure

For further information, contact:

Dr. Howard Merriman
Assistant Superintendent
Columbus Public Schools
270 East State Street
Columbus, OH 43215
(614) 225-2706

or

Mr. Earl Tharp
Supervisor of Mathematics
Alum Crest Instructional Center
2200 Winslow Drive
Columbus, OH 43207
(614) 443-7602

OHIO: Columbus Public Schools
270 East State Street
Columbus, OH 43215

TITLE OF PROGRAM: Technology and Basic Skills in Mathematics

Brief Description: This program is funded by the U.S. Department of Education and is administered by the Math Education Department of the Ohio State University (OSU) in cooperation with the Columbus Public Schools. The major focus of the program is the use of microcomputers to increase student knowledge of mathematical concepts and to apply these concepts in problem solving situations. The first year of the program, 1981-82, emphasized teacher inservice. The inserviced teachers had their students involved in a microcomputer laboratory during the second semester of the last school year. During 1982-83, the fifth grade teachers had their students using the microcomputer laboratory from October through June. The teachers plus the fifth grade students, plus other classes, evaluated software developed by OSU. The 1983-84 will feature the teaming of fourth and fifth grade classes on computer techniques and math activities. Eleven teachers will be involved in 3 half-day sessions.

Program Staff: Patricia Wilson from OSU College of Education is the coordinator, (614) 422-3449. Suzanne K. Damarin is the project director.

Scope: The staff and students at the Brentnell Elementary School

Number of individuals served: Approximately 700 students

Technology and Basic Skills in Mathematics

Number of schools served: 1

Evaluation reports available: Yes

Descriptive materials available: "Technology and Basic Skills in Mathematics," a brochure, has been published by the College of Education of OSU. In addition, a letter dated December 14, 1981 from Suzanne Damarine to Brentnell parents is available.

For further information, contact:
Tom Leidich, Supervisor
Instructional Development
Division of Elementary Schools
Columbus Public Schools
270 East State Street
Columbus, OH 43215
(614) 225-2887

SECTION 4: EFFECTIVE SCHOOLS/SCHOOL IMPROVEMENT/INSTRUCTIONAL MANAGEMENT/ CURRICULUM DESIGN

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MICHIGAN: Michigan Department of Education
Box 30008
Lansing, Michigan 48909

TITLE OF DOCUMENT: Better Education for Michigan Citizens: A Blueprint for Action

Brief description: This is a State Board of Education booklet containing recommendations for local and intermediate school districts, colleges and universities, the governor and the legislature to improve Michigan schools. The recommendations are a result of several years of research into the improvement of the educational system.

Will you provide a copy to McREL which we can make available to others on loan? Yes

For further information, contact: Teressa Staten
Michigan Department of Education
Box 30008
Lansing, Michigan 48909
(517) 373-4595

OHIO: Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

TITLE OF PROGRAM: Cincinnati Instructional Management System

Brief description: The Cincinnati Public Schools developed the Cincinnati Instructional Management System (CIMS) to be an effective method of enabling teachers to achieve the goals of individualization and increased student achievement. CIMS is a series of computer-graded tests that tell teachers how far each student has progressed in a dozen different skills. Positive feedback and self-pacing form the goals for program development and revision. Computer supprt handles the storage of test results, reporting, and essential reference materials. CIMS includes four major components in three major subject areas: Reading, Mathematics and Language Arts. A Catalog of Skills Inventories, and Index of Resources and Program Reports guide the participants through a test-teach-test cycle of activities during the school year.

Program staff: Coordinator, teachers, clerical help, computer support

Scope: CIMS is used in over 50 districts in Ohi and several districts in four other states.

Number of individuals served: About 39,000 students in Cincinnati, plus students in about 50 additional districts in Ohio.

Number of schools served: 100 in Cincinnati plus schools in 50 other districts in Ohio

Evaluation reports available: Annual and State Reports

Descriptive materials available: Brochure, price list

For further information, contact: John Grate, Director
Resource, Planning & Development Branch
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

ILLINOIS: Board of Education, City of Chicago
160 West Wendell Street
Chicago, IL 60609

TITLE OF DOCUMENT: Comprehensive Design for Instruction, Chicago Public Schools

Brief description: This design presents listings of the necessary ingredients and activities involved in developing and implementing instructional materials, intervention strategies, support programs, staff development services, monitoring strategies, testing procedures, promotion policy, program evaluation, and curriculum revision. It is a support document for the Chicago Public Schools Promotion Policy.

For further information, contact: Gerard J. Heing, Assistant Superintendent
for Curriculum and Instructions
Chicago Public Schools
1819 West Pershing Road - 6C
Chicago, ILlinois 60609
(312)890-7900

MISSOURI: School District of Kansas City, Missouri
Board of Education Building
1211 McGee
Kansas City, MO 64106

TITLE OF PROGRAM: Curriculum Alignment Project

Brief description: Curriculum alignment is a strategy for improving the quality of instruction in the Kansas City Public Schools. The goal of the curriculum alignment process is to help teachers align classroom instruction with district-developed learning objectives. Over the past two years committees of teachers and administrators studied the concept of curriculum alignment and developed objectives and assessment instruments for implementation in a curriculum alignment program.

The purpose of the curriculum alignment is to match the instructional objectives and assessment instruments (CRT's) so as to be sure that instruction is appropriately focused on the specific learning outcomes in reading and mathematics developed by the district.

Program staff: 1 supervisor/coordinator, committees of elementary and secondary teachers and principals, and central office staff

Scope: The Curriculum Alignment Project includes grades K-8 in reading and mathematics. September 1983 is the beginning of the third year of a planned four-year cycle for the completion of the project.

Number of individuals served: All elementary and junior high students

Number of schools served: All elementary and junior high schools

Evaluation reports available: Not available

Descriptive materials available: From project supervisor

For further information, contact: Jack L. Casner, Supervisor
School District of Kansas City, Missouri
1211 McGee
Kansas City, MO 64106
(816) 221-7565

OHIO: Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

TITLE OF PROGRAM: Design for School Excellence

Brief Description: The Design for School Excellence is a three-year R&D project aimed at increasing the productivity of schools relative to the following output measures: (a) achievement in reading; (b) achievement in mathematics; (c) student attendance; (d) staff attendance; (e) student attitudes; (f) parent attitudes; (g) staff attitudes; (h) student behavior; and (i) race relations.

In order to increase productivity, the following process inputs will be implemented: (a) an effective staff appraisal system; (b) a comprehensive staff performance monitoring system; (c) a job-specific staff developement program; and (d) a student achievement monitorying system.

Program staff required: No additional staff for implementation.

Scope: Ten schools (7 elementary, 2 junior high/middle and one senior high school during the pilot phase and, eventually, all schools with service to all students in the system.

Number of individuals served: 6,000

Number of schools served: 10

Evaluation reports available: None at this stage

Descriptive materials available: None at this stage

For further information, contact: Dr. Zulfi Ahmad
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

MISSOURI: Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

TITLE OF PROGRAM: Effective Schools

Brief Description: This program is designed to increase the knowledge of school personnel about effective schools, their characteristics, and the research that has occurred in the area. Assistance is provided in determining strategies to implement the research findings and in developing school improvement plans.

Services in this area are available to administrators and teachers in school districts throughout the state of Missouri, particularly in urban areas.

For further information, contact: Mrs. Joan Solomon
Director of Urban Education
Dept. of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

McREL: An Educational Laboratory
4709 Belleview Avenue
Kansas City, MO 64112

TITLE OF PROGRAM: Effective Schools Program

Brief description: McREL has developed strategies to help educators use recent research to improve schools. The approach is not a "canned" workshop package; schools are different and each requires unique assistance. The McREL School Improvement Program helps districts review the research, select from among alternative strategies, and develop a plan for school improvement.

Specifically, the program can help:

(1) Plan the School Improvement Process:
- Overview the school improvement research
- Gather data about the academic climate
- Diagnose improvement needs
- Select school improvement strategies
- Develop a school improvement plan

(2) Strengthen Instructional Leadership:
- Diagnose the change situation
- Create a collegial environment
- Establish a coaching system

(3) Improve School and Classroom Control
- Set effective rules
- Reduce disruptions
- Create a discipline system
- Manage classroom discipline
- Teach "standard operating procedures "
- Establish the critical climate at the beginning of the school year

(4) Motivate Students:
- Add to teachers' repertoire of external motivators
- Create intrinsic motivation
- Increase positive expectations
- Suppress negative expectations
- Redefine "ability "
- Use praise carefully

(5) Perfect the Instructional Cycle:
- Identify the "complete instructional cycle "
- Improve diagnosis and prescription

Adapt to learning styles
Improve classroom presentations
Find enough time to teach
Strengthen monitoring and feedback systems
Select an instructional system

(6) Use Technology to Augment the Instructional Cycle

(7) Improve the Curriculum:

Teach higher order cognitive skills
Remove the "hump"
Fill in the missing parts
Define multiple abilities
"Chunk" objectives
Establish hierarchies
Improve writing competencies

(8) Select and Use Better Assessment Systems:
Align test/curriculum
Select test items
Develop alternative assessment systems
Increase test-wiseness

For more information, contact:

Susan Toft Everson
McREL
4709 Belleview Avenue
Kansas City, MO 64112
(816)756-2401

Robert Ewy
McREL
2600 S. Parker Road
Building S. Suite 353
Aurora, CO 80014
(303)337-0990

OHIO: Ohio Department of Education
65 South Front Street
Columbus, OH 43215

TITLE OF PROGRAM: Effective Schools/School Improvement Program

Brief description: This program is designed to increase the knowledge of school personnel about Effective Schools/School Improvement Programs; their characteristics; planning implementation and evaluation strategies; and the research related to these areas. Technical assistance is provided to districts in the following areas:

1) Planning for the implementation of an effective schools/school improvement program within the district.

2) Assessing future effective schools/school improvement program needs.

3) Developing strategies to meet the effective schools/school improvement program needs.

4) Training educational personnel involved in developing effective schools/school improvement programming.

5) Identifying educational problems that arise as a result of the implementation of effective schools/school improvement programs.

6) Identifying resource people and material(s) to meet the effective schools/school improvement program needs.

Program staff: Director and School Improvement Section Staff

Number of school districts served: Seventy (70) districts.

Descriptive material available: Effective Schools Program - ESP Can Help the Future.

School Improvement Program - Ohio Building Leadership Model.

For further information, contact: Ms. Hazel P. Flowers, Director
Division of Equal Educational Opportunities
65 South Front Street - Room 416
Columbus, Ohio 43215

OHIO: Cleveland Public Schools
1380 East Sixth Street
Cleveland, Ohio 44114

TITLE OF DOCUMENT: Handbook for Preparation of Grant Applications

Brief description: This handbook is designed to facilitate the proposal development process. It is a booklet of specific "what to do" and "how to do it" tips for the proposal writer and input group.

A copy may be borrowed from McREL or district staff.

For further information, contact: Mr. John Corrigan
1380 East Sixth Street
Cleveland, Ohio 44114
(216)574-8544

MICHIGAN: Michigan Department of Education
Office of Professional Development
Box 30008
Lansing, Michigan 48909

TITLE OF DOCUMENT: Helpful Hints on Needs Assessment, Program Planning, Resource Identification, Evaluation and Follow-Up

Brief description: This booklet of helpful hints was put together to offer some assistance in addressing concerns and to assist policy board members and program coordinators as they continue to develop and refine programs.

Copies available from McREL [illegible] request.

For further information, contact: Paula Tissot, Director
Michigan Department of Education
Office of Professional Development
Box 30008
Lansing, Michigan 48909

MICHIGAN: Detroit Public Schools
5057 Woodward Avenue
Detroit, Michigan 48202

TITLE OF PROGRAM: High School Improvement Project

Brief description: The purpose of the project is to develop and implement a comprehensive improvement plan for eight (8) identified high schools.

The project provides staff supports and activities which enhance and strengthen the delivery of academic and developmental services to students. Project effectiveness will be demonstrated by increased student successes, reduced failure and drop-out rates and increased student involvement in school related activities. The student involvement may be academic, community, career and/or socially oriented.

The focal point of the project is the local high school with the building principal generating the leadership for improvement, assisted by a school facilitator and a planning team.

The major innovative element of the project is the coalescence of departments within and outside the school system for the purpose of providing in-depth support and planning assistance to the project schools.

Project activities will include inservice training for principals, department heads and teachers, local school planning seminars, onsite follow-up of training (demonstrations, coaching, etc.), and evaluation processes.

The school, staff and curriculum will be impacted upon as a result of the progression through the grade levels. The outcomes of this project will include:

1. Increased student achievement in English, mathematics, science and social studies
2. Refined and structured systematic curriculum objectives for English, mathematics, science and social studies with district-wide objective testing instruments for each curriculum area
3. Refined teaching strategies as a result of staff inservice using Stallings' (Time on Task), TESA and Hunter's clinical supervision
4. Refined student programming procedures
5. Refined counseling practices
6. A positively strengthened collegial relationship among staff members and between instructional and administrative staff as a result of carefully laying the foundation for joint shareing, planning, feedback and improved leadership skills and directions

Program Staff: Coordinator, Secretary High School Improvement Project

Scope: Began in October 1981; involves students in grades 9-12 in high schools.

Number of Individuals Served: 8

Evaluation Materials Available: Special Projects
Project Evaluative Reports,
September 1983

Descriptive Material Available: Proposal, Implementation Plan 1981,
and Project Newsletter

For further information, contact: Deborah Pugh, Director
High School Improvement Project
862 Schools Center
5057 Woodward Avenue
Detroit, Michigan 48235
(313) 494-1923

ILLINOIS: Chicago Board of Education
1819 West Pershing Road - 6C
Chicago, Ill. 60609

TITLE OF PROGRAM: High School Renaissance Program

Brief Description: The High School Renaissance Program, initiated in August, 1982, may be thought of as a rational process for making systemwide changes that will have a positive impact on student learnings. There have been three primary thrusts implemented since the inception of the program:

- immediate goals
- intermediate goals
- long range goals

The immediate goals have been addressed through the use of federal funds in designing programs to attack problems that were symptomatic of how Chicago Public High Schools were failing the students and how the students were failing themselves. These systemwide initiatives have had a measure of success in resolving these problems. These initiatives are:

- Reading and Mathematics Learning Centers
- Job Placement Centers
- In-school Suspension Centers

Intermediate goals have been pursued from the perspective of analyzing the strengths and weaknesses of programs and activities used in high schools and disseminating models for school improvement to every principal and district superintendent. Some of the projects we have conducted include:

- the High School Renaissance Library (TIPS)
- Improving Test Taking Skills (pilot study)
- the Ad Hoc Committee to Improve Freshman Performance

- the Ford Foundation grants
- the Carnegie-ARCO Foundations program

Long range goals delve into the issue of reform and the changing of behavior of principals, teachers, counselors, and students.

A Year-End Report was submitted to the General Superintendent in June, 1983, which listed 71 recommendations for changes in this school system.

The Board of Education approved three of the 71 recommendations for implementation. These recommendations upgraded our present graduation requirements from elementary and high school.

Program staff required: entire secondary school staff

Scope: citywide

Number of schools served: 65 high schools

Evaluation reports available: to come.

Descriptive materials available: to come.

For further information, contact: Dr. Gerard Heing
Assistant Superintendent
1819 West Pershing Road - 6C
Chicago, ILL. 60609

McREL: An Educational Laboratory
4709 Belleview Avenue
Kansas City, MO 64112

TITLE OF PROGRAM: Higher Education Program

Brief description: McREL provides technical assistance to a growing number of two and four year colleges throughout and beyond the mountain-plains region. The assistance is designed to foster long range self-sufficiency, institutional stability, and academic programs which increase student performance.

The Laboratory's approach is one of facilitating, guiding, and training. McREL seeks to encourage self-sufficiency by building on-campus expertise in critical areas of institutional development.

In addition to contributing to institution-wide change efforts, the Laboratory provides "focused" assistance toward fund raising and resource development, improving academic programs, student services, administration and management capacity, and fiscal stability. The Laboratory provides the necessary expertise and assistance so that colleges can:

- improve curriculum development,
- implement faculty development and evaluation systems,
- develop management systems that lead to fiscal stability, and
- strengthen such student services as career planning, placement and retention.

The Laboratory builds colleges' capacity to develop:

- information management systems,
- effective college-wide planning,
- external fund raising and resource development strategies,
- surveys of community needs and attitudes, and
- fiscal management processes by building inhouse expertise and facilitating the use of computer hardware.

Higher Education Program

Colleges served by McREL are linked to each other and to a variety of educational resources in a nationwide R & D network which allows them access to the mainstream of important ideas in higher education.

For further information, contact:

Richard Bingman
McREL
4709 Belleview Avenue
Kansas City, MO 64112
(816)756-2401

ILLINOIS: Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777

TITLE OF DOCUMENT: Illinois Quality Schools Index

Brief description: A process manual and eight instruments measuring the characteristics of effective schools. The process includes three meetings during which a committee rates the extent to which a characteristic is demonstrated by a school and the extent to which it is important to quality schooling.

Will you provide a copy to McREL which we can make available to others on loan? Yes

For further information, contact: Larry Werner
Illinois State Board of Education
100 North First Street
Springfield, IL 62777

OHIO: Columbus Public Schools
270 East State Street
Columbus, OH 43215

TITLE OF PROGRAM: Improving School Climate

Brief description: This program is in effect in all 82 elementary schools in Columbus Public Schools. The goal of the program is to improve the school climate concentrating on three specific areas: physical environment, high expectations and communications. All elementary principals were involved in a full day inservice prior to school opening for the 1982-83 school year. This inservice involved a speaker and small group workshops in each of the areas. Implementation will take place by elementary principals forming building committees to study and make recommendations for improvements in each goal area. These committees are to include all personnel classifications and school volunteers where appropriate. Committees will report to and involve the entire staff in plans to improve the school climate defined as: the qualities of the school and the people in the school which affect how individuals feel about the school. Principals will report plans and progress to the central office.

Program staff: No extra personnel are involved. Consultants were used for the all-day inservice and may be used in additional building or city-wide inservice.

Scope: This is a city-wide program for all elementary schools begun in '82-'83 and will continue as an ongoing program. The overarching goal is to improve the image of the public schools by concentrating on the three areas. The school climate emphasis will be a continuing program.

Improving School Climate

Committees will make recommendations each spring for implementation in the fall. A major resource in planning the program was the CEMREL publication, "Leadership for School Climate Improvement," by Ruth Bebermeyer.

Number of individuals served: 30,000 plus students and the parents and staff of 82 elementary schools.

Number of schools served: 82 elementary schools

Evaluation reports available: Yes: August 11 principals' inservice report plus individual end-of-year reports.

Descriptive materials available: Principal inservice packet which includes:

- o outline of program goals and implementation
- o goals for the elementary schools
- o initial report forms for principals
- o listing of classroom ingredients for stimulating physical environment
- o ASCD article, "Preventive Classroom Management"
- o _It's Elementary_ newsletter on "Leadership - Improving School Climate"
- o End of the year school climate reports

For further information, contact:
Evelyn Luckey, Assistant Superintendent
Columbus Public Schools
270 East State Street
Columbus, Ohio 43215
(614)225-2715

OHIO: Cincinnati Public Schools
230 East Ninth Street
Cincinnati, OH 45202

TITLE OF PROGRAM: Instructional PACS for Volunteers

Brief description: Funded in 1972, Instructional Pacs for Volunteers aimed at developing a series of instructional materials to assist volunteers with establishing meaningful roles in school programs. The Pacs became supplementary to the regular instructional program and ranged from grades K-12.

Since State adaptation in 1975, seven instructional Pacs in the following areas have been disseminated throughout Ohio:

Beginning Sounds in Reading	K
Basic Math Games	3-8
Sequencing	2-4
Library Skills	3-8
Syllables	3-6
Prefixes and Suffixes	3-6
Pre-Employment	10-12

Two additional Pacs, Outdoor Education and Urban Wildlife have completed the program.

Each Instructional Pac is self-contained with instructions and appropriate subject materials.

Scope: Statewide Adaptation in 1975 to over 25 districts. 1976-1979 available for general dissemination.

Number of individuals served: Statewide

Number of schools served: Statewide

Instructional PACS for Volunteers

Evaluation reports available: Project Reports 1972, 1973, 1974. State Evaluation Report 1975.

Descriptive materials available: Brochures, Price list.

For further information, write:
M. Lynne Smith, Resource, Planning & Development
Cincinnati Public Schools
230 East Ninth Street
Cincinnati, OH 45202

KENTUCKY: Jefferson County Public Schools
3332 Newburg Road
Louisville, Kentucky 40218

TITLE OF PROGRAM: Jefferson County Public Schools Program for Excellence

Brief Description: The Program for Excellence is a comprehensive plan for major thrust, actions and timelines for the Jefferson County Public Schools. The program provides to the district and its patrons an organized plan whereby goals, needs and priorities are identified; resources and recommendations are proposed; and alternative, specific programs and projects are targeted for study and possible implementation in the schools. The plan contains district goals and objectives for students, staff, community and resource management. Divisions whose responsibilities include accomplishing the objectives are identified and charged with assessing current conditions in their designated areas, and with reporting the findings and recommendations to the Superintendent and Board of Education.

Program staff required: Superintendent and his central office and regional staff.

Scope: Initiated during 1981-82, the program serves the entire Jefferson County Public Schools system.

Number of individuals served: 160 (all)

Evaluation reports available: 1982-83 and 1983-84 attendance and CTBS scores indicate progress toward goals.

Descriptive materials available: Board of Education Goals and Administrative Objectives 1982-83, 1983-84, and 1984-85; 1982-83 and 1983-84 Year-End Reports

For further information, contact:

Dr. Donald W. Ingwerson, Superintendent
Jefferson County Public Schools
3332 Newburg Road
Louisville, KY 40218

MICHIGAN: Michigan Department of Education
Box 30008
Lansing, MI 48909

TITLE OF DOCUMENT: K-12 Program Standards of Quality

Brief description: The K-12 Program Standards of Quality is a document written to be used on a voluntary basis by staff of local school districts to estimate the quality of their school curriculum.

Will you provide a copy to McREL which we can make available to others on loan? Yes

For further information, contact:
Teressa Staten
Executive Administrator
Educational Services
Michigan Department of Education
Box 30008
Lansing, MI 48909
(517) 373-4595

MISSOURI: School District of Kansas City, Missouri
Board of Education Building
1211 McGee
Kansas City, MO 64106

TITLE OF PROGRAM: Kansas City Effective School Pilot Program, 1983-84

Brief description: Six elementary schools have been selected to target intervention/support. The five criteria used in making the school selections were: K-6 school organization, Chapter I school, low overall achievement, school site plans reflect elements of effective schools literature, and interest of staff and parents in joining the program. The overall plan for the pilot program is in the final stages of formation. Intervention is to be targeted using a site decision making plan comprizing three major components, i.e., Conceptualizing and Implementing the Project; Training and Practice in School Change Practices; Year Long In-Service Training Activities. Intervention/support will be focused in four areas drawn from extensive review of the literature, i.e., Curriculum Alignment, Instruction, Leadership, Expectations. This assistance will be tailored to each schools needs and provided by both district personnel and outside consultants. Evaluation is seen as an important component: formative and summative feedback will be provided using a combination of standarized testing, peer critique, questionnaire, interview and observational data gathering strategies. The major objectives of the project are to (a) improve academic achievement, (b) improve school climate, (c) increase awareness and use of effective schools research, and

(d) develop a school based capacity to monitor and subsequently adapt effective school intervention.

Program staff: The staff includes a director and several district personnel serving on a Project Steering Committee (e.g., these persons will devote a percentage of their time to this project). An Advisory Panel of regional and national researchers and consultants will assist the project with overall direction and technical expertise.

Scope: The project is beginning in the 1983-84 school year. The plan is to expand effective intervention/support to other schools in subsequent years.

Number of individuals served: 2600 students and 130 teachers

Number of schools served: 6 elementary schools

Evaluation reports available: New initiative

Descriptive materials available: In preparation

For further information, write: David Wallace
School District of Kansas City, Missouri
1211 McGee
Kansas City, MO 64106
(816) 221-7565

KENTUCKY: Kentucky Department of Education
Frankfort, Kentucky 40601

TITLE OF PROGRAM: Kentucky School Effectiveness Project

Brief description: This project was mounted for the following purposes:

1. Improve student performance (academically).
2. To provide leadership from the state level by: (1) analyzing the current instructional practices and identifying strengths and weaknesses within existing programs; (2) assisting local districts in prioritizing their instructional needs, and (3) developing a plan to address these needs.

Activities:

1. Identified 25 school districts which had the greatest potential for instructional improvement.
2. Selected 10 districts to participate in the project.
3. Sent in Department of Education staff members who spent approximately four weeks in each participating district to analyze its current programs and develop a plan for improvement.
4. The local district analysis plan focused on four instructional components: instructional plans, instructional time, instructional leadership, and evaluation and reward systems.
5. An instructional improvement plan was developed in each participating district for use in the 1983-84 school year.
6. The State Department of Education furnishes on-site assistance to participating districts.
7. Each district's plan is being monitored by the State Department of Education on a regular basis throughout the year.

Plans for continuation of this project:

1. Ten additional districts will be selected to participate in 1983-84.
2. Efforts will be made to identify characteristics of effective schools in Kentucky by comparing the four instructional components in schools with high achievement to those with low achievement.

Kentucky School Effectiveness Project

For further information, contact:

Kay Ann Wilborn
Kentucky Department of Education
Bureau of Instruction, 18th floor
Capital Plaza Tower
Frankfort, Kentucky 40601
(502) 564-2116

ILLINOIS: Chicago Board of Education
1819 West Pershing Road - 6C
Chicago, Ill, 60609

TITLE OF PROGRAM: The Paideia Program

Brief description: Beginning in September 1984, the Chicago Public Schools established four pilot schools -- two elementary schools and two high schools -- to put into practise the principles espoused in Mortimer Adler's The Paideia Proposal. At the elementary level, Paideia schools devote more time to literature, mythology, geography, history, and natural and physical science, through departmentalized instruction in grades 6-8. Foreign language study will be available to students in grades 6-8. At the high school level, the Paideia schools deemphasize didactic teaching in favor of an educational diet that includes Socratic seminars and coaching or supervised practise in small groups.

Program staff required: The Chicago Program began with 80 teachers

Scope: citywide; a teacher coordinator and mathematics teacher specialist administers the program under the school principal.

Number of individuals served: approximately 950 elementary school students and 800 high school students in the first year.

Numbers of schools served: two elementary schools and two high schools in the first year; expansion thereafter

Evaluation reports available: To come.

Descriptive materials available: yes

For further information, contact: Dr. Gerard J. Heing, Ass't Superintendent
Chicago Board of Education
1819 West Pershing Road - 6C
Chicago, Illinois 60609

WISCONSIN: Milwaukee Public Schools
5225 West Vliet Street
P.O. Drawer 10K
Milwaukee, WI 53201

TITLE OF DOCUMENT: Project RISE: Local School Planning Guide

Brief description: This local school planning guide presents the rationale for Project RISE and its components, provides possible activities for planning the project in the schools, and provides resource material regarding RISE (Rising to Individual Scholastic Excellence). RISE is a program of school improvement which consists of a philosophy, a framework based upon research and school staff expressions of need, and a group of educators with a desire to help students achieve in the basic skills areas of reading, mathematics, and language. In this project, principals have the major responsibility of developing specific plans for improving the academic achievement of the students in their schools. The components of RISE are: School Climate, Curriculum, Instruction, Coordinator of Supportive Services, Evaluation, and Parental and Community Involvement. This document is on file in the Urban Education Program and will be circulated upon request.

For further information, contact: David Bennett, Deputy Superintendent
Milwaukee Public Schools
5225 West Vliet Street
P.O. Drawer 10K
Milwaukee, Wisconsin 53201

McREL: An Educational Laboratory
4709 Belleview Avenue
Kansas City, MO 64112

TITLE OF PROGRAM: Rural Education Program

A key focus of the Rural Education program is the design of strategies that help rural schools share resources to stretch existing dollars and benefit from activities that no single district could support. Such activities as joint-sponsored staff development and sharing of staff and equipment have been features of the clusters of schools that have participated in the program thus far. The program provides technical assistance to these clusters to help solve issues that arise as a result of the collaborative strategy -- uses of alternative school day formats (e.g., the four day school week), new arrangements for staff training and management, etc.

Services of McREL's Rural Program include:

- Technical assistance to rural schools working in unique collaborative arrangements
- Suggestions for a rural science curriculum that uses local resources more than traditional science laboratory programs
- A rural school community program designed to increase the economic and entrepreneurial learning for students; and, school community-controlled businesses that create jobs for high school graduates
- Inservice workshops based on McREL's school improvement program tailored to the needs of small schools

For more information, contact: Paul Nachtigal
McREL
2600 S. Parker Rd.
Building #5, Suite 353
Aurora, CO 80014
(303)337-0990

MISSOURI: Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

TITLE OF PROGRAM: School Climate Improvement

Brief description: Three types of services offered by the Urban Education Section are:

(a) Conducting a presentation for school administrators that deals with the definition of school climate, the research on climate and how it affects learning, the effects of leadership style on climate, the characteristics and determinants of a positive school climate, and specific suggestions for changing the climate in a school.

(b) Assisting principals in assessing the climates of their buildings and in implementing changes. A variety of assessment instruments and materials are available.

(c) Conducting a mini-audit, a positive approach to assessing and improving school climate, designed to get faculty and staff input into improving climate in individual buildings.

School climate improvement services are offered to school districts throughout the state of Missouri, particularly in urban areas. Workshops are provided for school administrators and teachers.

For further information, contact: Mrs. Joan Solomon
Director of Urban Education
Dept. of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

MICHIGAN: Detroit Public Schools
5057 Woodward Avenue
Detroit, MI 48202

TITLE OF PROGRAM: School Improvement Program

Brief description: The primary purpose of the School Improvement Program is to improve pupil achievement through planned change at local schools. Each Detroit public school puts research findings into practice in order for basic skills achievement to be increased. Collaborative planning is uniformly used. Priority areas, objectives, implementation, monitoring and evaluation procedures are incorporated in each plan. Improvement plans are written and revised each year based on school evaluation results. There is administrative, staff, and community involvement in the development of the plans.

Program staff: Citywide Coordinator and Coordinators for each of 7 administrative areas.

Scope: The program involves all Detroit Public Schools.

Number of individuals served: 207,000

Number of schools served: 277

Evaluation reports available: Annual local-school evaluation reports
Annual summary of achievement test scores

Descriptive materials available: Report of Superintendent's Committee on Achievement, 1973; Annual local school plans.

For further information, contact: Mrs. Gail Nordmoe
Detroit Public Schools
944 Schools Center
5057 Woodward Avenue
Detroit, MI 48202
(313) 494-1100

OHIO: Columbus Public Schools
270 East State Street
Columbus, OH 43215

TITLE OF PROGRAM: School Improvement Program

Brief Description: The intent of this project is to implement a School Improvement Program (SIP) in schools that share a common set of beliefs: schools can and do make a difference in how well children learn; all children can master basic skills; and the capacity for school improvement lies within each school. It is proposed that an answer can be obtained to the question, Are there schools in Columbus that are instructionally effective for children, especially poor children?

Research evidence indicates that many identifiable factors, when combined, lead to effective schools. Specifically, the program is designed to:

a. determine the needs of each school in relation to the characteristics of effective schools;

b. provide training for school staffs in strategies which will improve achievement;

c. operationalize the strategies within the school settings to effectively instruct students utilizing the acquired knowledge of the characteristics of effective schools;

d. define, conceptualize and develop instruments which may be used to measure school effectiveness in the identified schools;

e. provide positive support networks across the schools;

f. involve "significant others" (parents, community, business) in the School Improvement Program.

Program Staff: During the 1982-83 pilot in middle and 4 elementary schools a full-time liaison staff person was assigned to each school. During 1983-84 the program is being expanded to 18 schools and each school will have a half-time liaison staff person.

Scope: Piloted during 1982-83 in 4 elementary schools and 1 middle school; during 1983-84 the program will expand to include 15 elementary schools; 2 middle schools; 1 high school. Staff has received inservice and will continue to receive release time for inservice throughout the 1983-84 school year.

Number of individuals served: 6230 students

Number of schools served: 18

Evaluation reports available: Limited at this time

Descriptive materials available: A proposal for project implementation is available. Other descriptive materials of program events are available as the project continues. Each school is maintaining a descriptive summary of their activities.

For further information, contact:
Maxine Smith, Director
Staff Development and Human Relations
Columbus Public Schools
2051 W. Mound Street
Columbus, OH 43223
(614) 276-6361

McREL: An Educational Laboratory
4709 Belleview Avenue
Kansas City, MO 64112

TITLE OF PROGRAM: Teaching Reasoning Skills-A K-12 Approach

Brief description: This set of inservice workshops is designed to help districts carry out the following tasks:

- develop a K-12 thinking skills curriculum,
- integrate the thinking skills curriculum into existing programs and classroom practices, and
- develop diagnostic and prescriptive procedures for monitoring student development in thinking skills.

Specifically, the workshops provide all the necessary materials and techniques to teach and reinforce:

- the 430 basic concept clusters found in elementary school textbooks,
- the major concepts taught in various content areas at the secondary level,
- a technique students can use to efficiently organize the information presented to them and to identify the many different ways information can be organized,
- ways of manipulating information in long term memory: e.g., generalizing, summarizing, categorizing, evaluating, inferring, and remembering; and
- ways information can be used -- in writing, speaking, problem solving.

Upon completing the workshops each participant will have framework for developing his or her own thinking skills curriculum which can be used at the classroom or school level.

For further information, contact:
Robert J. Marzano
McREL
2600 S. Parker Road
Building 5, Suite 353
Aurora, CO 80014
(303)337-0990

SECTION 5: ENVIRONMENTAL EDUCATION/SCIENCE/SOCIAL STUDIES

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KANSAS: Wichita Public Schools
Energy-Ecology Center
4401 N. Arkansas
Wichita, Kansas 67204

TITLE OF PROGRAM: Energy-Ecology Center

Brief description: The main function of the Energy-Ecology Center is to instruct the teachers and students of the district in energy and environmental related education which is infused into the Science and Social Studies curriculum areas. Teachers schedule their classes into different labs - Science, Social Studies, Home Energy, Alternate Energy Park, and Environmental Park - which give the students not only a "hands-on" experience, but also two unique outdoor classrooms. Teachers may receive graduate credit through Wichita State University as a result of these inservices: Energy Education, Educators' Energy Symposium, Environmental Education, Improving Science Instructional Methods, and Economics of Energy Issues.

Scope: citywide

Number of individuals served: Beginning in June 1978 the center has served 1,332 teachers and 11,563 students.

Number of schools served: In District - 98
Out-of-District - 36

Evaluation reports available: Content Knowledge Evaluation, Teacher Evaluations, Quarter Reports, Annual Report

Descriptive materials available: Energy Adventure Center Phamphlet, Energy Adventure Center Brochure, Title

IV-C ESEA - State Validated Project, Energy-Ecology Center Activity Book

For further information, contact: Linda Carlton, Program Specialist
Energy-Ecology Center
4401 N. Arkansas
Wichita, KS 67204
(316) 838-8300

NEBRASKA: Omaha Public Schools
3902 Davenport Street
Omaha, NB 68131

TITLE OF PROGRAM: Human and Cultural Awareness Program for Intermediate Students

Brief description: This program provides student human relations workshops servicing elementary and junior high schools which are designed to enhance cultural awareness, attitudes toward school, and attitudes toward self and others. Specially prepared classroom presentations are developed based on the needs of the classroom. Outlines, materials and presentation information may be sent upon request.

Program staff: A human relations specialist and one or two staff members per class

Scope: These workshops have been operating for five years and they inservice the entire school district upon request.

Number of individuals served: 1500 students in grades 1-12

Number of schools served: Over 30 schools

Evaluation reports available: Yes

Descriptive materials available: Workshop formats
Structural outlines
Concluding data

For further information, contact: Don R. Benning, Assistant Superintendent
Human-Community Relations
3902 Davenport Street
Omaha, NB 68131
(402) 554-6248

KENTUCKY: Jefferson County Public Schools
3332 Newburg Road
Louisville, KY 40218

TITLE OF PROGRAM: Jefferson County Public Schools Environmental Education Program

Brief description: The Jefferson County Public Schools' environmental education program is based on the following goals:

1) To increase appreciation of the complexity and beauty of our natural environment.

2) To provide learning activities in real-life situations and to add to students' background experience.

3) To provide opportunities for students to learn some functions of community living and cooperation in a setting away from home.

4) To help students grow in understanding of adults and their teacher in a relaxed atmostphere.

5) To help students improve their attitudes toward learning, their peers and their own self-concept.

To achieve the above goals, the Board of Education has sponsored a Residential Environmental Education Program at Otter Creek and an Environmental Education Center at Blackacre Nature Reserve.

For further information, write: David Wicks, Coordinator
Project I.D.
3332 Newburg Road
Louisville, KY 40218

MISSOURI: Missouri Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, Missouri 65102

TITLE OF DOCUMENT: Juvenile Justice Handbook for Missouri Schools

Brief description: This handbook is a practical guide for cooperative relations among school officials, police, juvenile authorities and the courts. Its discussion of the role of the school district includes policies and procedures; advisory committee and contact persons roles; coordination with the police department, courts, and other agencies; confidentiality of information, bus conduct, attendance and truancy, suspensions and expulsions. The manual describes the role of the police and the role of the county juvenile court in detail and includes a glossary of legal definitions.

For further information, contact: Joan Solomon, Director of Urban Education
Missouri Department of Education
Box 480
Jefferson City, MO 65102
314/751-2931

MISSOURI: St. Louis Public Schools
911 Locust
St. Louis, MO 63101

TITLE OF PROGRAM: Law & Education Project

Brief description: The Law and Education Project is a long-standing program in the St. Louis Public Schools. Begun in 1970 at the middle school level in a single school, it now operates district-wide in K-12 and special education and is an umbrella project for 10 programs, each with its own curriculum, including texts and teachers' guides. Although programs are discrete, each one is related to and builds upon skills developed earlier. While the total curriculum correlates to state developed objectives in government and economics, it goes far beyond minimal competencies in these areas and in basic skills as well.

The Law and Education Project utilizes the "coordinator" model, wherein a coordinator trained in law-related education helps teachers through team teaching, providing materials and trained resource people, and assisting with community involvement projects. He or she also trains resource people prior to classroom visits. The project has served as a model for the development of LRE projects in several states, including Utah, Iowa, and Rhode Island.

Program Staff: 1 Coordinator

Descriptive materials available: Yes

For further information, contact: Linda Riekes, Director
Law and Education Project
St. Louis Public Schools
4130 Lexington
St. Louis, MO 63115
(314) 531-2000

MICHIGAN: Michigan Department of Education
Box 30008
Lansing, MI 48909

TITLE OF DOCUMENT: Law-Related Education Program Abstracts

Brief description: This document presents abstracts of the following programs:

Michigan Conference on Law-Focused Citizenship Education (East Lansing and Flint)

Law in the School Curriculum Committee (Flint)

Calhoun County Court Watch (Battle Creek)

Calhoun County Law-Related Education (Battle Creek)

Law Studies Fusion Project (Battle Creek)

Michigan State University Law in the Social Studies Project (East Lansing)

Police - School Related Program (Flint)

High School Law Program (Grand Rapids)

Legal Services of Eastern Michigan Education Project (Midland)

Secondary Social Studies Instructional Improvement Project (Pontiac)

Buena Vists Student Court (Saginaw)

The abstracts include the subjects, activities, teaching and administrative staff, participants, and funding sources involved in each program.

For further information, write: John Chapman
Social Studies Specialist
Michigan Department of Education
Box 30008
Lansing, Michigan 48909

TENNESSEE: Metropolitan Nashville Public Schools
2601 Bransford Avenue
Nashville, Tennessee 37204

TITLE OF PROGRAM: Multicultural Education, K-12

Brief description: This project is divided into two stages: K-6 and 7-12. The entire project is devoted to infusion of multicultural concepts into all phases of the regular school program. It attempts to educate teachers and students in three areas of multiculturalism: self awareness, understanding and acceptance.

Program staff: The program is designed to involve all teachers. It does require a program coordinator.

Scope: The program is citywide in scope. The K-6 segment started during the 1981-82 school year. The Language Arts portion of the 7-12 segment began with publication of guides for 7-8 and for 9-12 in 1981. The Social Studies materials are planned for completion during the 1983-84 school year.

Number of individuals served: It is designed to serve all teachers (4000) and all students (65,000) in Nashville

Number of schools served: It is designed to serve all schools (120) in Nashville

Evaluation reports available: Not at this time

Descriptive materials available: Not at this time

For further information, contact: Dr. Mary H. Graham
Coordinator of Social Studies
or
Ms. Edna Minaya
Coordinator of Language Arts
Metropolitan Public Schools
2601 Bransford Avenue
Nashville, Tennessee 37204

MICHIGAN: Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909

TITLE OF DOCUMENT: Multicultural Education: Suggested Classroom Activities

Brief description: A curriculum resource guide for multicultural education which is based on the Michigan State Board of Education approved Policy and Position Statement on Multicultural Education (also available). There are 7 multicultural instructional goals and activities which have been written. For each of these 7 goals there are 14 Michigan Common Goals that also serve as guides for developing activities. The document is divided into grade cluster levels (K-3, 4-6, 7-9). Also activities have been designed to be used for specific curriculum areas such as Language Arts, Mathematics, Social Studies, Science, etc.

For further information, contact: Dr. John M. Chapman, Social Studies Specialist
Department of Education
P. O. Box 30008
Lansing, Michigan 48909

MINNESOTA: Minneapolis Public Schools
Indian Education Section
807 Northeast Broadway
Minneapolis, MN 55413

TITLE OF PROGRAM: North Wind Warriors

Brief description: The North Wind Warriors is a special class for boys and girls in grades 3 - 6 who have high potential, are gifted and talented and are interested in American Indian culture and history. In order to be accepted, each student must be achieving at or above grade level in math and reading. Studying Indian history, language and tradition is an important part of the North Wind learning experience. Parent participation is encouraged as well and the Indian Board of Mental Health staff facilitates support groups for students throughout the year, as well.

Program staff required: Full-time teacher, full time assistant

Scope: Operated since 1977 as an all Indian gifted and talented program. Now funded with local funds, it is still city wide, grades 3 - 6, but it accepts non-Indian students who have an interest in an Indian focused program.

Number of individuals served: 20 students

Number of schools served: The program is housed at Lyndale Elementary, but applications are taken city wide.

Evaluation reports available: Indian Education Section evaluation report 1981-82

Descriptive materials available: Brochure-describes the program since its inception in 1977 through 1982-83 school year

For further information, contact: Rosemary Christensen
Indian Education Section
807 N.E. Broadway
Minneapolis, MN 55413

MICHIGAN: Michigan Department of Education
Office for Equity
P.O. Box 30008
Lansing, Michigan 48909

TITLE OF PROGRAM: Sex Equity Resources: Programs and Activities

Brief description: A description of programs and activities developed by the Office for Sex Equity in Education, Michigan Department of Education, including conferences, workshops, materials, and extended services (a jobs network, a media fair, etc.). The materials are a rich compilation including these titles:

Selected Bibliography of Non-sexist Fiction (7th - 12th grades)

A Student Guide to Title IX

A Parent Guide to Title IX

Guidelines for Eliminating and Preventing Sex Discrimination

They Chose Greatness: Women Who Shaped America and the World

Sex Equity in Education (An Annotated Bibliography)

Bias Review Procedure

Title IX Teaching Unit for Secondary Students

On Site Needs Assessment and Long-Range Planning for Sex Equity (OSP)

A Packet of Elementary Classroom Activities to Teach Students About Sex Role Stereotypes

The Michigan Model Pilot: Increasing the Number of Female Administrators in Michigan Public Schools

Content Specific Bibliographies: Minority Women

Content Specific Bibliographies: American History

These materials are in McREL Office and available upon request.

For further information, write: Jo Jacobs, Coordinator
Office for Sex Equity in Education
School and Community Affairs
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909

MISSOURI: School District of Kansas City, Missouri
Board of Education Building
1211 McGee
Kansas City, MO 64106

TITLE OF PROGRAM: Southwest Cluster, Elementary Skills Magnet School

Brief description: The Southwest Cluster program is an elementary science and math magnet comprising three elementary schools. Each of the three schools houses kindergarten and 2 of the 6 elementary grades. Students attend all 3 schools as they progress throughout the grades.

The clustering of the 3 schools into a magnet program is part of the district's desegregation plan.

The major purpose is to provide an enriched educational experience in science and mathematics that would (a) be attractive to parents and students; (b) retain area students in the public schools; and (c) attract new students to the public schools.

A science and mathematics lab was created in each school. Each lab is staffed by a teacher and a full-time aide. Classrooms in each building attend the science and math lab on a regularly scheduled basis. The lab concept is designed to permit 3 adults to work with the students so as to provide greater flexibility in lab activities and to facilitate the integration of lab with regular classroom activities. Field trips comprise an important component of the lab program.

Program staff: 1 of the principals coordinates the entire cluster program: 1 lab teacher and 1 lab aide per school; and 30 classroom teachers in the 3 schools.

Southwest Cluster, Elementary Skills Magnet School

Scope: The Cluster program began with ESAA funds in 1979-80 and has been in place with some modifications since then. The district presently funds the program. The science and math lab concept has not been replicated by other schools as of yet.

Number of individuals served: Approximately 860 K-6 students

Number of schools served: 3 elementary schools

Evaluation reports available: Annual evaluation reports since 1979-80

Descriptive materials available: Descriptive materials contained in evaluation reports

For further information, write: William T. Pink
Program Evaluator
School District of Kansas City, Missouri
1211 McGee
Kansas City, MO 64106
(816)221-7565

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MISSOURI: School District of Kansas City, Missouri
Board of Education Building
1211 McGee
Kansas City, MO 64106

TITLE OF PROGRAM: Wildwood Outdoor Education Program

Brief description: The Wildwood Program is intended for pre-sixth grade students and blends the ideals and fun of an 11 day camping experience with classes designed to strengthen learning abilities and self-concepts. The major goals of the Wildwood Summer Program are to provide motivation for and excitement about learning by placing students in a unique outdoor setting and providing a curriculum designed to focus on the basic skills; to promote positive self-concepts and group interaction through success oriented experiences; to provide positive role modeling through district teachers and high school students, who act as teacher and counselor aides; and to relate all learning experiences back to the classroom, home and community.

The program extends beyond the summer months to a follow through program during the school year.

Financial support is provided by monies from local business, industries and trusts and foundations.

Program staff: Wildwood directors and staff, 1 district resource teacher.

Scope: 1981 was the pilot year for the Wildwood program and was targeted at enrolling fifth grade students in 9 elementary schools. Four hundred thirty students participated the first year; 50 senior high school students were trained as counselor/teacher aides. The second and third year programs were basically the same as the pilot year but were extended to include 500 fifth graders in 12 elementary schools.

Number of individuals served: Approximately 500 fifth grade students

Number of schools served: 12 elementary schools

Evaluation reports available: Annual reports for 1981 and 1982. The impact of the 1983 summer and follow-up program will take place during the 1983-84 school year and results will be available in June 1984.

Descriptive materials available: Annual Report includes a program description

For further information, write:
Pat Tennison
Director of Elementary Operations
School District of Kansas City, Missouri
1211 McGee
Kansas City, MO 64106

SECTION 6: GIFTED AND TALENTED/VOCATIONAL EDUCATION

Aviation Center (Wichita) 6-3
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CLUE (Creative Learning in a Unique Environment) (Memphis) 6-6
ENCORE and EXCEL (Nashville) 6-8
The Gifted and Talented Programs (Columbus) 6-9
Life Career Development/Career Education, K-12 (Kansas City) 6-11
Preparation for College: A Guide to High School Course Selection and Preparation for College: A Report of the Joint Council on College Preparation (Wisconsin SEA) 6-13
Program of Mathematics and Science Activities for Gifted and Talented Students, K-6 (MASA)(Cincinnati) 6-15
Resource Room for Gifted and Talented "High Flyers" (Des Moines) 6-17

KANSAS: Wichita Public Schools
640 North Emporia
Wichita, KS 67214

TITLE OF PROGRAM: Aviation Center

Brief description: Day and night classes under vocational education. The following courses are available: aircraft mechanics, aircraft electronics, and instrument maintenance.

Program Staff: 16 instructional and clerical

Scope: Citywide, 5 years, adult students with a few high school students.

Number of individuals served: 220 regular - 219 evening and Saturdays

Number of schools served: 2 high schools

Descriptive materials available: yes

For further information, contact: Donald Dagenais
Aviation Education Center
2021 S. Eisenhower
Wichita, Kansas 67209

OHIO: Akron Public Schools
70 N. Broadway
Akron, OH 44308

TITLE OF PROGRAM: Career Development Program

Brief description: This program provides a spiral of development experiences designed to help students in grades K-12 understand the facets of career choice. The goals of the program are:

- to make school and the curriculum more relevant for students in order to build positive attitudes toward education and work.
- to prepare students to make realistic decisions about future occupational aspirations.
- to enable students to move successfully from school into the world of work.

With career motivation in grades K-6, career orientation in grades 7-8, and career exploration and preparation in grades 9-12, the program integrates career development information and experiences into the regular school curriculum. It provides for guidance and counseling, and parent and community involvement. It also is available for adoption with a training component.

Program staff: A program director who works with elementary and secondary education, child study and guidance, vocational and special education departments in the school system
6 career education coordinators

Scope: With financial support and leadership from the Ohio State Department of Education, and full support from the Akron Board of Education, the program has operated since 1971. It has expanded from three schools serving 2600 students in five of the eight high school districts and the feeder elementary, middle, and junior high schools.

Number of individuals served: Over 26,000 students

Number of schools served: 40 buildings

Evaluation reports available: Yes. Received National Joint Dissemination Review Panel (JDRP) approved for National Dissemination in 1978

Descriptive materials available: Brochure NDN flier, manuals, resource guide, curriculum units, etc.

For further information, contact:
Nick Topougis, Director
Career Education
Akron Public Schools
65 Steiner Avenue
Akron, OH 44301
(216) 434-3404

TENNESSEE: Memphis City Schools
2597 Avery Avenue
Memphis, TN 38112

TITLE OF PROGRAM: CLUE (Creative Learning in a Unique Environment)

Brief description: The CLUE program represents an effort by the Memphis City Schools to provide an educational program designed to meet the needs of academically talented and gifted students in elementary and junior high schools. Each week, identified students attend two half-day sessions at a centrally located school serving several neighboring schools. Parents provide transportation. The CLUE curriculum provides differentiated educational experiences that enable gifted students to acquire processes and skills for maximum development of higher levels of thought; to learn communication, negotiation, and interaction skills; and to develop techniques for independent research. Specific activities designed to achieve these objectives include brain teasers, group dynamics activities, independent study, mini-studies, group discussions, creative problem-solving and decision-making techniques, creative activities, field trips, contact with resource persons, and values clarification. Students may gather information with movie or slide cameras, portable tape recorders, or videotaping equipment. Unique features of the CLUE program include: voluntary participation; no letter grades; no textbooks; continuous evaluation by parents, students, and teachers; no required homework; extensive community involvement (the media, museums, universities and colleges, government agencies); and teachers as non-authorization facilitators of student interests.

Program staff: Consultant; 42 Teachers

Scope: Begun in 1970, the CLUE program serves intellectually/academically gifted students in grades one through nine in the Memphis City Schools. The program has been replicated in many school systems in Tennessee, as well as in other midwestern states.

Number of individuals served: 2,400

Number of schools served: 137

Evaluation reports available: Program description (April 1970); diffusion report, end of project report; Title III evaluation

Descriptive materials available: Brochure; Handbook for Teachers

For further information, write:
Mrs. Jo Patterson, Consultant
CLUE
Memphis City Schools
2597 Avery Avenue
Memphis, TN 38112

TENNESSEE: Metropolitan Nashville Public Schools
2601 Bransford Avenue
Nashville, Tennessee 37204

TITLE OF PROGRAM: Encore and Excel Programs

Brief description: Metropolitan Public Schools provides two system-wide enrichment programs in the K-6 years.

EXCEL, designed for ALL students (including the certified gifted), is offered within each local school. The title EXCEL reflects the school system's intent to expose students to experiences which will motivate them toward excellence.

ENCORE, designed for only certified gifted and academically talented in grades 3-6, is offered at seven specified centers. Eligible students from the entire school system are taught by the seven TEACHERS OF GIFTED (TOG), who also work in the EXCEL program in the local schools. The title ENCORE symbolizes the desire by the Metropolitan Public Schools to meet the demand for a more intensive curriculum for these highly qualified students.

Program staff: The Teachers of Gifted serve as instructors and in-school coordinator, selected by the principal, works with teachers and principal in EXCEL.

Scope: System-wide

Descriptive materials available: yes

For further information, contact: Dr. Helen Brown
Director of Elementary Programs K-8
Metro Public Schools
2601 Bransford Avenue
Nashville, Tennessee 37204

OHIO: Columbus Public Schools
270 East State Street
Columbus, OH 43215

TITLE OF PROGRAM: The Gifted and Talented Programs

Brief description: At the elementary level, Columbus Public Schools have three types of gifted programs:

Program 1 EDGES: Enriched Development for Gifted Elementary Students. Small groups of gifted students are identified and placed in the regular classroom of teachers who receive inservice training and use special materials. Resource staff regularly meet with such teachers on a support basis.

Program 2 Junior Great Books: Volunteers are trained and meet with small groups of children outside the classroom to read and discuss classic literature.

Program staff: Program 1 - 1 supervisor, 3 resource teachers and a counselor
Program 2 - 1 person to coordinate

Scope: Program 1 has been operating since 1978 and serves elementary gifted students. Program 2 has been operating since 1980 and serves elementary gifted students.

Number of individuals served: Program 1 - 450+ students
Program 2 - 350+ students

Number of schools served: Program 1 - 3 schools
Program 2 - 1 schools

Evaluation reports available: Yes

The Gifted and Talented Programs

Descriptive materials available: A brochure

For further information, contact:

Jeanne Hilson
Supervisor of Gifted and Talented
Columbus Public Schools
Alum Crest Instructional Center
Columbus, OH 43215
(614) 443-6566

MISSOURI: School District of Kansas City, Missouri
Board of Education Building
1211 McGee
Kansas City, MO 64106

TITLE OF PROGRAM: Life Career Development/Career Education, K-12

Brief description: The program is intended to refocus the curriculum to assist students to obtain the knowledge, attitude and skills necessary to understand themselves and relate to the world around them. The training program includes all teachers and emphasizes the applications of school subjects to real life situations and thus presents a unified realistic approach to education for life. The program generally follows the model developed by the Missouri State Department of Education and consists of 13 program components. The objective of the program is to help the teachers infuse Career Education concepts into the existing curriculum so that they can offer an educational program which provides students with viable alternatives for post-secondary life, whether formal education or employment or both.

Program staff: 2 staff training/resource teachers with Central Office coordination.

Scope: Over the past 5-7 years, some 5 separately funded Career Education programs have been molded into a continuous K-12 Career Education Program. The program is K-12 districtwide and is the major support of Goal 3 of the district's Strategic Plan.

Number of individuals served: 36,000 students, 1700 teachers.

Number of schools served: 70 schools.

Evaluation reports available: Annual evaluation reports are available.

Life Career Development/Career Education, K-12

Descriptive materials available: Evaluation reports contain descriptive materials. Other descriptive materials are available from the project coordinator.

For further information write:

Pat Tennison, Coordinator
Career Education Project
School District of Kansas City, Missouri
1211 McGee
Kansas City, MO 64106
(816)221-7565

WISCONSIN: Department of Public Instruction and
University of Wisconsin-System
PO Box 7841
Madison, Wisconsin 53707

TITLE OF DOCUMENT/S: Preparation for College: A Guide to High School Course Selection and Preparation for College: A Report of the Joint Council on College Preparation

The above documents were prepared as a result of deliberations of a council of education leaders appointed by State Superintendent Herber J. Grover and University of Wisconsin System President Robert M. O'Neil. Distribution of "Preparation for College: A Guide to High School Course Selection" will be to all eighth grade students in Wisconsin to assist parents, teachers, counselors and students in selecting high school courses which will be of the most benefit for those who are college-bound. Included are recommendations for the number of course years as well as content of those courses

Descriptive materials available: In McREL file, available upon request.

For further information, contact: Dr. Arnold M. Chandler, Director
Bureau for Program Development
Wisconsin Department of Public Instruction
P.O. Box 7841
Madison, Wisconsin 53707

OHIO: Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

TITLE OF PROGRAM: Program of Mathematics and Science Activities for Gifted and Talented Students, K-6 (MASA)

Brief Description: This program for Gifted and Talented students in Mathematics and Science was developed under a three year Title IV-C grant. There are three main components to this program.

The first component consists of inservice training for teachers. The MASA Handbook compliments the training, serving as an orientation to the education of the gifted, and providing strategies and techniques to use when working with these students.

The second component is the formal selection process for identifying students for the program. This process is conducted in two phases: Nomination and Identification. Teachers using these materials should receive training in this phase.

The third component of the program consists of the activity guides. A wide variety of activities are contained within the various activity guides. The activities are organized into topical units, concentrating on the higher level thinking skills. They are designed to serve as an extension and enrichment of the basic adopted classroom curriculum.

The following units are included at both the primary and intermediate levels:

Mathematics
- Problem Solving
- System of Numbers
- Measurement
- Geometry
- Statistics & Graphs
- Probability
- Computer/Calculator
- Reference

Science
- Earth
- Physical
- Life
- Reference

The MASA program is designed to be flexible so that it may be used in a variety of classroom settings.

Staff: Coordinator or supervisor for gifted programs, teachers.

Scope: (Citywide? How long in operation? Type of audience served?)

The program is in use in several elementary schools and is being phased into others within Cincinnati Public Schools. In addition, during the 1982 and 1983 "adoption" cycle of Title IV-C the MASA program was awarded to 30 public school districts as well as many nonpublic schools throughout the State of Ohio. Also several people from outside Ohio have purchased the materials for use in their schools, including representatives from Canada, Australia, North Africa, and England.

The materials will also be used as part of a course in the Cincinnati Public Schools Professional Growth Institute.

Number of individuals served:	1980-81 - 15 teachers, 225 students (field test year) 1981-82 - 30 teachers, 325 students (phase-in) 1982-83 - 50 teachers, 450 students
Number of schools served:	1980-81 - 13 schools 1981-82 - 17 schools 1982-83 - 20 schools
Evaluation report available:	Termination report available from 1981-contains evaluation for three years. Since 1982, this program has been available to schools upon request. Inservice and program materials are provided at no cost.
Descriptive materials available:	Brochure, price list.

For further information write:
Cathy Petrosky, CPS
RP&D, Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

IOWA: Des Moines Public Schools
1800 Grand Avenue
Des Moines, IA 50307

TITLE OF PROGRAM: Resource Room for Gifted and Talented "High Flyers"

Brief description: The Edmunds-Jefferson attendance center provides a resource room for students in grades 2-6 who have been identified as talented in academic, intellectual, and creative thinking areas. One full time resource teacher serves both buildings in a partial pullout program. Students spend approximately three hours per week in the resource room.

Edmunds-Jefferson is a magnet school. Majority students from throughout the city may attend under the guidelines of voluntary transfer which is part of the district's desegregation program. Bus transportation is provided. Edmunds-Jefferson provides a fine arts emphasis throughout the curriculum.

Assessment of each child's strengths and weaknesses is made through the S.O.I. Learning Abilities materials developed by Mary Meeker and with additional data from many sources. Individual written programs are developed. Independent research and communicative skills are components of the program. In addition to individualized projects, there is a considerable amount of group work to nurture higher order thinking skills.

The resource teacher makes systematic efforts to build bridges with other classroom teachers in the two buildings and with all parents.

Program staff: One full time teacher

Scope: The program is in its third year of operation, 1983-84. It was modeled after a successful resource room program at Dunlap and Greenwood, implemented in 1980-81 with a grant from Northwest Area Foundation. The Edmunds-Jefferson program is funded by the district and is available to identified students eligible for voluntary transfer to the Jefferson-Edmunds attendance center, up to the maximum number of students who can reasonably be served (46 were served in 1981-82 school year).

Number of individuals served: 46 per year

Number of schools served: Jefferson and Edmunds (with students transferring from many elementary schools throughout the district)

Evaluation reports available: September 8, 1982, from Dept. of Evaluation and Research, Des Moines Public Schools

Descriptive materials available: No formal materials

For further information, contact:
Shirley Hetherington, Resource Teacher
Betty Williams, Edmunds Principal
Michael Schaumbburg, Jefferson Principal
Florence Hoffman, Coordinator of Gifted and Talented Education
Des Moines Public Schools
1800 Grand Avenue
Des Moines, IA 50307
(515) 284-7856

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OHIO: Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, Ohio 45202

Title of Document: Annual Report Yearly, Cincinnati Public Schools

Brief Description: This report contains information pertaining to activities of students and school personnel during the school year. The Table of Contents includes:

1. Student Achievement: A Success Story
2. Educators Strive for Consistency, Fairness
3. Alternatives Offer Students a Choice
4. Helping Special Children
5. Budget Cuts Affect Programs, Personnel
6. Improving Management & Administration
7. Teaching ... and Learning
8. More Work for Fewer Dollars
9. Building a Bridge Between Community & Classroom

Document of general interest: Will be made available to others on loan.

For further information, contact: John A. Brunner,
Head of the Communications and
Reference Section, Evaluation Branch, CPS

Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

OHIO: Cincinnati Public Schools
230 East Ninth Street
Cincinnati, OH 45202

TITLE OF DOCUMENT: Basic Descriptive Data: Cincinnati Public Schools

Brief description: This document, published in March 1981, is a narrative and graphic sketch of significant descriptive variables relating to the Cincinnati Public Schools. Much of the data presented were identified on the basis of their importance for school system planning for the 1980's. Notable finding based on these data are outlined. These include such generalizations as:

- Cincinnati Public School staff is racially balanced and more schools than ever have student racial balance.
- Student failure rates are high; social promotions are not in evidence.
- Academic achievement in reading and mathematics is on the rise.
- Cincinnati Public Schools must try to financially operate for the next six years on five years of additional revenues.

Documentation relevant to each of the fifteen generalizations outlined in the document is provided as well.

Document of general interest: In Urban Education Program file to be shared with network members upon their request.

For further information, contact: Bernard M. Barbadora
Cincinnati Public Schools
230 East Ninth Street
Cincinnati, OH 45202
(513) 369-4855

ILLINOIS: Chicago Public Schools
Department of Curriculum
1819 West Pershing Road - 6C
Chicago, IL 60609

TITLE OF DOCUMENT: Catalog of Curriculum Publications

Brief description: A listing of elementary school and special education publications, and information of general interest; a listing of elementary and secondary ESL and bilingual publications; and secondary school publications.

One catalog has been sent to each agency on the Urban Education Network.

For further information, contact: Gerard J. Heing, Asst. Superintendent
for Curriculum and Instructions
Chicago Board of Education
1819 West Pershing Road - 6C
Chicago, Illinois 60609
(312)890-7900

ILLINOIS: Board of Education, City of Chicago
160 West Wendell Street
Chicago, IL 60609

TITLE OF PROGRAM: Chicago Public Schools Promotion Policy

Brief description: The promotion policy for elementary schools is continuous progress/mastery learning with three major dimensions: (1) instructional programs; (2) intervention and monitoring activities; and (3) assessment, testing, and program evaluation, from K-12.

The elementary school is organized on three major cycles: primary, intermediate, and upper. Within each cycle, appropriate skills and concepts are assigned on a continuum of levels for mastery. The amount of time each child requires to complete each cycle varies with the rate of growth of each child. Very few children would be in attendance at the elementary school for more than ten years under this policy. Appropriate instructional intervention programs are provided for them at the secondary school level.

Successful completion of a prescribed curriculum based on defined instructional objectives for each course in the curriculum determines promotion and graduation from the secondary school. An additional requirement for graduation stipulates successful completion of the Chicago Minimum Proficiency Skills Test.

Chicago Public School Promotion Policy

Project staff: All instructional personnel

Scope: Citywide since summer 1977

Number of individuals served: All

Number of schools served: All

Evaluation reports available: Citywide test data available through the Department of Research and Evaluation of the Board of Education, City of Chicago

Descriptive materials available: Policy book and the board of education Catalog of Curriculum Publications, 1979

For further information, write:
Gerard Heing, Assistant Superintendent
for Curriculum and Instruction
Board of Education, City of Chicago
1819 West Pershing Road - 6C
Chicago, IL 60609
(312)890-7900

OHIO: Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

TITLE OF DOCUMENT: Detail and Summary Budget Presentations: Year

Brief description: The Cincinnati Public School budget analysis document presents the results of several years of effort from the Board, Administration, Cincinnati Business Committee and volunteer citizen groups who worked to develop a sound decentralized budgeting process which involved parents, community, school staffs, and principals. In the detailed presentation, there are sections containing the district budget and per pupil analysis, the summary of instructional staff by s[illegible], the detail budget analysis by school, individual school profiles, the central functions and unallocated budget analysis, alternative program descriptions and locations, the school staffing formula, and the Cincinnati Public School District map.

In the summary presentation, there are concise sections with basic descriptive data, basic financial data, budget per pupil analysis, and a comparative budget analysis.

Document of general interest: In McREL Urban Education Program file to be shared with network members upon their request.

For further information, contact: John Grate, Director
Resource Planning & Development Branch, CPS
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, Ohio 45202

OHIO: Cleveland Public Schools
1380 East Sixth Street
Cleveland, Ohio 44114

TITLE OF DOCUMENT: Directory of Special Educational Programs and Services

Brief description: In this 25 page report are thumb-nail sketches of Cleveland Public Schools special educational programs and services operating in a variety of areas. Contact the school district for a copy.

For further information, contact: Sidney C. Henderson, Director
Research Dissemenation and Proposal Development
Cleveland Public Schools
1380 East Sixth Street
Cleveland, OH 44114

WISCONSIN: Department of Public Instruction
PO Box 7841
Madison, Wisconsin 53707

TITLE OF DOCUMENT: DPI Publications Listing

Current curriculum guides and related materials available from the Wisconsin Department of Public Instruction for a nominal charge or free are listed as well as order information.

Descriptive materials available: In McREL file, available upon request.

For further information contact: David Jamieson
Publications Supervisor
Wisconsin Department of Public Instruction
PO Box 7841
Madison, WI 53707

OHIO: Ohio Department of Education
65 South Front Street
Columbus, OH 43215

TITLE OF PROGRAM: Educational Mobility Assistance

Brief description: The Ohio legislature has made funds available to local school boards that voluntarily adopt and implement plans of student transfers to voluntarily desegregate school buildings within their districts. To be eligible a school district must have a district minority enrollment of between 25 and 75% and adopt a plan for reducing racial isolation through the transfer of not fewer than fifty students in the district. The transfer of students must decrease racial imbalance in both the sending and receiving schools.

Program staff: Director of the Division of Equal Educational Opportunities directs the program with three consultants providing technical assistance.

Scope: The Educational Mobility Assistance Program serves students in four broad areas:

1) Special academic and co-curricular instructional programs
2) Instructional materials and equipment
3) Teacher inservice training and staff development programs
4) Acquistion of instructional and support personnel

Specific activities funded during 1982-83 school year in the 12 eligible districts included, but were not limited to, the following: inservice teacher training, intervention reading program, alternative program development, basic skills program development, outdoor human relations program, supplemental reading and mathematics materials, computer literacy, minority staff recruitment, transitional student activities, CBE program development, student discipline standards development, magnet school activities, comprehensive guidance and counseling program.

Number of individuals served: 8,687 students qualified for transfer; programs in eligible school districts served 201,596 students.

Number of schools served: 12 school districts were funded during the 82-83 school year. Participating city school districts were Akron, Bedford, Cincinnati, Cleveland Heights/University Heights, Greenhills-Forest Park, Lorain, Mansfield, Mt. Healthy, Shaker Heights, Springfield, Toledo, and Warren.

Funding Information: The Ohio Legislature allocated $524,286 for eligible school districts during the 1982-83 school year. Each eligible transfer's final allocation was $60.35.

Descriptive material available: Equal Educational Opportunity in Ohio Schools: A Guide for School Districts on Constitutional Provisions, Assessment Procedures and Monitoring Activities Pertaining to Racial Isolation. Report and Recommendations of the Joint Select Committee on School Desegregation to the Ohio General Assembly.

For further information, contact:
Ms. Hazel P. Flowers, Director
Division of Equal Educational Opportunities
65 South Front Street, Room 416
Columbus, Ohio 43215
(614) 466-3318

IOWA: Des Moines Public Schools
1800 Grand Avenue
Des Moines, IA 50307

TITLE OF PROGRAM: The Extended Day Kindergarten Program

Brief description: The Extended Day Program provides an additional program element within the Voluntary Transfer Program. It increases student participation in the district's desegregation plan and provides a program that is responsive to the perceived needs of the community. This program provides an early childhood strategy that offers additional opportunities for students to strengthen their auditory, verbal, psychomotor, visual and social skills.

Program staff required: 13 teachers

Scope: This program was begun in 1977 and is currently serving 10 schools. Enrollment consists of 12 children from a neighborhood schools and 12 voluntary transfer students. A minority/majority balance is also maintained. Students attend school for a full day program. The additional half day experience is a planned enrichment program with language experiences, cooking, art, music, and physical education provided as extended activities.

Number of individuals served: Approimxately 325 students

Number of schools served: 10 schools

Evaluation reports available: Evaluation reports are available from:
The Department of Evaluation
Des Moines Public Schools

For further information, contact: Susan Donielson, Director of Curriculum
Des Moines Public Schools
1800 Grand Avenue
Des Moines, Iowa 50307

IOWA: Des Moines Public Schools
1800 Grand Avenue
Des Moines, IA 50307

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Number of individuals served: Approimxately 325 students

Number of schools served: 10 schools

Evaluation reports available: Evaluation reports are available from:
The Department of Evaluation
Des Moines Public Schools

For further information, contact: Susan Donielson, Director of Curriculum
Des Moines Public Schools
1800 Grand Avenue
Des Moines, Iowa 50307

KENTUCKY: Jefferson County Public Schools
3332 Newburg Road
Louisville, KY 40218

TITLE OF DOCUMENT: Jefferson County Public Schools K-12 Learnings Chart

Brief description: The wall-size Jefferson County Public Schools K-12 Learnings Chart is designed to provide the public with an overview of important student learnings for each subject areas as taught at each grade level. The chart also displays program standards in terms of time spent on required subject areas in the district's elementary, middle and secondary schools.

The 36" x 60" chart is displayed to the public in each school in the district.

For further information, write:

Dr. Booker Rice
Assistant Superintendent for Instruction
Jefferson County Public Schools
3332 Newburg Road
Louisville, KY 40218

OHIO: Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, Ohio 45202

TITLE OF PROGRAM: Local School Advisory Committees

Brief description: The formation of Local School Advisory Committees (LSAC's) was mandated by the Board of Education in all 80 schools for the 1982-83 school year. LSAC's have a representative membership that includes staff, parents, and community members, as well as students at the secondary level. Meeting at least three times during the school year, the advisory groups are charged with the responsibility of making recommendations about decisions concerning issues affecting their schools. By 1983-84, 54 schools will have operational Local School Budgeting (LSB) teams. These teams recommend how money is to be spent in their schools. All committee members have access to information that assists them in assessing the particular needs of their local school. Some of this information includes enrollment data, standardized test results and survey results. After the needs of the local school have been determined, LSAC members set goals for meeting those needs using a system-wide process established a few years ago. The goals may deal with any identified need, from the improvement of school discipline to the selection of a principal to fill a vacancy. Plans for implementing the goals involve locating resources both within and outside the district. For LSB schools, this may include reallocation of various line items in the local school budget. Evaluation of the plans, anther responsibility of the committee, is necessary to insure that the identified needs have been met. Training is provided for LSAC members in person and via slide/tape presentations at the local school level. Sessions relate to group process, educational planning, and finance.

Program staff required: Coordinator, Secretary

Scope: Local School Budgeting operates in 54 schools. The process began during the 1980-81 school year, and will involve all schools by 1984-85. LSAC's have been in operation since the fall of 1982 district-wide (80 schools). Representation on these advisory committees is from staff, parents and community.

Number of individuals served: More than 1000

Number of schools served: 80 elementary, secondary, and special school

Evaluation reports available: Results of the Local School Budgeting Liaison Survey, February 1983, Joseph F. Gastright (Local School Advisory Committee Evaluation Report will be available in fall 1983)

Descriptive materials available: Local School Goal Setting Process

The Local School Advisory Process in the Cincinnati Public Schools

Scripts from slide/tape presentations: Needs Assessment and Goal Development for Local Schools

Understanding Your Local School Budget

Program Planning and Resource Identification

Evaluating the Outcomes of Educational Programs

For further information, contact: Diane Perrone Skiff, LSAC/LSB Coordinator
Cincinnati Public Schools
230 E. Ninth Strret
Cincinnati, Ohio 45202

OHIO: Cincinnati Public School
230 E. Ninth Street
Cincinnati, OH 45202

TITLE OF DOCUMENT: Local School Goal Setting Process Manual

Brief description: The local school goal setting process contained in this booklet reflects the results of the evaluation that was done of the initial goal-setting effort of the Cincinnati Public Schools in the spring of 1981, with a comprehensive identification of school needs and goals, and objective data and information about the problem identification phase.

The main priorities that emerged from the schools were used to establish district-wide goals and specific subgoals for each principal to review with staff, parents, and community to help ensure that each school is sticking to its priorities.

Document of general interest: In McREL Urban Education Program file to be shared with network members upon their request.

For further information, contact: James M. Morgan
Resource, Planning & Development Branch
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

WISCONSIN: Milwaukee Public Schools
5225 Vliet Street
P.O. Drawer 10K
Milwaukee, Wisconsin 53201

TITLE OF DOCUMENT: A Plan for Increasing Educational Opportunities and Racial Balance in the Milwaukee Public Schools by David Bennett

Brief description: This article was published in March 1984 by Harvard University Press in Desegregation Plans That Work, edited by Charles Willie. Copies are available from the school district.

For further information, contact: David Bennett, Deputy Superintendent
Milwaukee Public Schools
5225 West Vliet Street
P.O. Drawer 10K
Milwaukee, Wisconsin 53201

OHIO: Cleveland Public Schools
1388 East Sixth Street
Cleveland, Ohio 44114

TITLE OF DOCUMENT: Position Statement - Desegregation and Special Studies

Brief description: This three-page document outlines the policy, duties and responsibilities of the Desegregation Monitoring and Special Studies Division of the Cleveland Public School System.

Copies are available from McREL.

For further information, contact: Mr. Donald Clement
Cleveland Public Schools
1388 East Sixth Street
Cleveland, Ohio 44114
(216)574-8685

MISSOURI: Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

TITLE OF DOCUMENT: Profiles of State Desegregation Activity

Brief description: This booklet is a compilation of school desegregation profiles for selected states. The 50 page report covers legislation, regulations, state board policy, compliance and enforcement, court cases, educational components and comments made on each state's activity. (January, 1980)

Limited copies are available on request.

For further information, contact:
Linda Wyatt, Director
Technical Assistance Unit
Dept. of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

OHIO: Cincinnati Public Schools
230 East Ninth Street
Cincinnati, OH 45202

TITLE OF PROGRAM: Public Communications Project

Brief Description: This two-year project developed procedures and guidelines for communicating with the general public concerning ten specific areas of school operation: school revenues, school expenditures, special education, student learning needs, curriculum offerings, student achievement, school facilities, pupil support services, safety and discipline, and program effectiveness.

Program staff: Director, Communications Specialist, Graphic Technician, or can be used by single individual

Scope: The project began in September 1977. The first year of the project was devoted to the development and production of a set of communication guidelines for each of the specific areas of school operation identified above. The second year of the project (1978-79 school year) was devoted to field testing the sets of guidelines in school systems throughout Ohio. There are 123 school systems participating in the field test stage. At the conclusion of the field test the guidelines were revised and printed for final dissemination in September 1979. The primary target population is the residents of the Cincinnati Public School District.

Number of individuals served: 51,000 students and 380,000 other residents

Number of schools served: Approximately 79

Evaluation reports available: Evaluation report of first year activities of the project.

Descriptive materials available: Formal proposal, brochure, sample sets of guidelines and communiques developed by the project.

For further information, write:
John Brurner, Director
Public Communications Project
Cincinnati Public Schools
230 East Ninth Street
Cincinnati, OH 45202

MISSOURI: Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

TITLE OF DOCUMENT: Racial/Ethnic Distribution of Public School Students and Staff: State of Missouri Fall-1980

Brief description: This document is a compilation of information from 113 Missouri Public School Districts. The 125 page report contains data taken from Office of Civil Rights (OCR) AS/CR 101/102 and Equal Employment Opportunity (EEO) 5 Forms showing the racial ethnic distribution in public schools for Fall of 1980. Each report gives the County, City, Total Schools in District, Total District Enrollment. Number of Racially Identifiable Schools, and Court Order Status. (July, 1981)

Limited copies are available on request.

For further information, contact: Linda Wyatt, Director
Technical Assistance Unit
Dept. of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

KANSAS: Wichita Public Schools
640 North Emporia
Wichita, Kansas 67214

TITLE OF DOCUMENT: Research, Planning and Development Projects via Cablevision

Brief description: This 15 minute documentary is shown four times a week with monthly changes. Some of the topics have been "Single Parent Families," "Parent Involvement Title I Schools," "Aerobic Dance," "Special Education Music," "Dramatic Arts in Elementary Schools," "Old Buildings: New Uses, Alcohol & Teens I," "Alcohol & Teens II," "Counselors: Making a Difference," "Schools Aren't What They Used to Be," and "Reunions."

Video tapes are available from the school district.

For further information, contact: Carol Rutledge, Research Technician
Research, Planning, and Development
Educational Services Building
640 North Emporia
Wichita, Kansas 67214

MISSOURI: St. Louis Public Schools
911 Locust Street
St. Louis, MO 63101

TITLE OF DOCUMENT: St. Louis City Magnet Schools

Brief description: This 3/4 color videotape is a 1981-82 production of magnet school programs sponsored by the St. Louis City Board of Education.

Copies are available for loan or duplication.

For further information, contact: Albert L. Walker
Assistant Commissioner
Dept. of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

SECTION 8: READING/MATHEMATICS/WRITING/LANGUAGE ARTS

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MICHIGAN: Detroit Public Schools
5057 Woodward Avenue
Detroit, MI 48202

TITLE OF PROGRAM: Academic Gaming in Mathematics

Brief description: Academic Gaming in Mathematics originated as an ESAA mathematics component developed by middle school math teachers. Academic Teams 'N Tournaments (T'NT) is an objective-referenced games approach to the learning of mathematics by actively involving students in the teaching/learning process, and by promoting competition and cooperation, with peer-group rewards for academic achievement. The program creates an interdependency among students (teams) and makes it possible for all students, despite different learning rates, to have an equal chance to succeed at an academic task. The premise is that students like to play games, to be on a team, to compete in team play, and to have a chance of winning. The objectives are to provide practice in abstract reasoning, in the ability to think logically, and in computational speed and accuracy. The program aims to develop and extend understanding of number concepts, number system, factors and primes, order of operations, simple algebraic equations, ration and proportion, exponents and radicals. Instructional techniques include: small groups, peer teaching, independent research instructional games, and tournaments. Teams compete within schools, within areas, in city-wide and state tournaments, and eventually in the National Tournament.

Academic Gaming in Mathematics

Program staff: Supervisor, Acting Supervisor, Regional Middle School Mathematics Specialists

Scope: Began in January 1977, the program involves upper grade elementary, middle and senior high students.

Number of individuals served: Approximately 1,000 students

Number of schools served: Approximately 50

Evaluation materials available: Special Projects: Mathematics Evaluation Report, September 1977

Descriptive materials available: ESAA Special Projects Proposal, 1976-77 (Description of Program); curriculum materials for grades six, seven, and eight; brochure: "Academic Teams 'N Tournaments"

For further information, contact:

Frederick Schippert, Supervisor
Middle School Mathematics
Detroit Public Schools
932 Schools Center
5057 Woodward Avenue
Detroit, MI 48202
(313) 494-1016

ILLINOIS: Illinois State Board of Education
100 North First St.
Springfield, Illinois 62777

TITLE OF PROGRAM: Assessing Oral Communication Skills

Brief description: This material was developed in response to the lack of materials on assessing oral communication skills development, K-12. It presents specific activities in all grade level categories. It answers a basic need and offers sample instruments that can further the development of oral communications programs in our schools.

Will you provide a copy to McREL which we can make available to others on loan? Yes

For further information, contact: Mina Halliday
Illinois State Board of Education
100 North First St.
Springfield, IL 62777

ILLINOIS: Illinois State Board of Education
100 North First St.
Springfield, Illinois 62777

TITLE OF PROGRAM: Basic Listening Skills

Brief description: The Illinois State Board of Education and the Illinois Speech and Theater Association began a cooperative program in 1980 to develop materials in basic oral communication to assist local school districts in improving teaching of communication skills. Because listening skills are the least taught of any of the communication skills, this publication provides sample listening activities for improving listening skills. The introductory material discusses the importance of listening instruction, listening readiness, teaching assumptions, listening contexts.

Will you provide a copy to McREL which we can make available to others on loan? Yes

For further information, contact: Mina Halliday
Illinois State Board of Education
100 North First St.
Springfield, IL 62777

ILLINOIS: Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777

TITLE OF PROGRAM: Basic Skills

Brief description: The Basic Skills Program in Illinois includes the areas of reading, mathematics, written communication and oral communication. The goal of the program is to assist local education agencies (LEAs) in developing and coordinating resources, and the effective utilization of these resources toward the improvement of instruction in the basic skills. A major project is the Planning Seminars which are designed to provide planning time for participating LEAs to develop and/or expand their district Basic Skills Plan. The LEAs work during the Seminars with State Board staff and consultants in the basic skills areas. Other areas of assistance include staff development programs in reading, mathematics, written communication and special planning seminars in listening and speaking. The program distributes over 95 print and audio-visual materials to local school districts as well as on-site consultant services through the cooperating consultant program. Special projects under the Basic Skills Program include: The Young Authors Program, a writing incentive program for K-6 grades; Basic Skills in the Content Areas Program; a staff development program to help teachers explore ways to lead students in applying basic information processing skills and rational thinking in every school experience; and the Special Mathematics Program which provides on-site assistance to school districts to help them improve and expand their basic mathematics program.

Program staff required: 4 educational consultants

Scope: The Basic Skills Program is a statewide program that serves local education agencies both staff and students.

Number of individuals served: Over 500,000 youngsters received benefits of the Basic Skills Program.

Number of schools served: Approximately 456 school districts were served during 1983-84.

Evaluation reports available: Illinois State Board Report, 1984 Illinois State Board of Education Department of Regional Services Block Grant Progress Review, January, 1983.

Descriptive materials available: See "Basic Skills Instructional Materials List"

For further information, contact: Carolyn Farrar
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777

KANSAS: Wichita Public Schools
640 North Emporia
Wichita, KS 67214

TITLE OF PROGRAM: Chapter I Corrective Reading

Brief Description: The goals of the corrective reading program are to improve basic reading skils and to improve the self-concept of the students involved by strengthening work skills and habits, providing library media, and encouraging home reading. It has been very successful in meeting its goals, having shown a mean gain of 6 NCE points per year of instruction (or a grade equivalent gain of 1 month per every month of the program).

Program staff: A Director of Reading, an Elementary Reading Specialist, a Corrective Reading Teacher for each school

Scope: The program started in 1966 and is citywide in scope.

Number of individuals served: Students in grades 2 - 6 in public school and grades 2 - 8 in parochial schools

Evaluation reports available: Yes

Descriptive materials available:
- Chapter I Corrective Reading in Wichita (a flyer for educators)
- A flyer for parents, an abstract
- Team Approach to Reading Success (handbook)
- Wichita Management System for Reading
- Behavioral Objectives (elementary)
- Band Aids for Reading Aides (handbook)
- Chapter I Parent Advisory Council (flyer)

For further information, contact: James Howell, Director of Reading
Chapter I Corrective Reading
1847 N. Chautauqua
Wichita, KS 67214

KANSAS: Wichita Public Schools
640 North Emporia
Wichita, KS 67214

TITLE OF PROGRAM: Chapter I Elementary Mathematics Management System

Brief description: This remedial mathematics program serves Chapter I students in grades K-6 and showed an average gain of 9 NCE points over the 1980-81 school year. The management materials that have been developed for use with the program include a set of objectives, a skills checklist, a set of teaching activities using Piaget's concept of moving from concrete to abstract stages of development.

Program Staff: 6 math specialists work with teachers while paraprofessionals work with students in small groups

Scope: The program was piloted in 1970 in one building with three teachers. It is now citywide in scope.

Number of individuals served: 3461

Number of schools served: 28

Evaluation reports available: Yes

Descriptive materials available: A full color brochure describing the philosophy of the program and the components of the management system

For further information, contact: Ed Schroeder, Coordinator of Mathematics
Wichita Public Schools
640 North Emporia
Wichita, KS 67214

MISSOURI: School District of Kansas City, Missouri
Board of Education Building
1211 McGee
Kansas City, MO 64106

TITLE OF PROGRAM: Chicago Mastery Learning Reading Program

Brief description: The Chicago Mastery Learning Reading Program (CMLR) is a method of instruction in grades K-8 based on the mastery learning model developed by University of Chicago Professor Benjamin Bloom. Chicago Mastery Learning Reading instruction begins with whole group instruction to all students in the class. After this whole group instruction, students are tested on the material. Students who pass the test are provided with "enrichment" activities, and those who fail are taught the same concept using an alternative strategy and then retested. The students remain with their regular classroom teacher for most subjects but go to another teacher for CMLR reading instruction appropriate to their reading level. The CMLR is being used in the elementary schools as a supplement to the Houghton-Mifflin basal reader.

Program staff: No special staff. Principals and teachers are provided pre-service and in-service training.

Scope: The CMLR was implemented as a pilot program in 1981-82 in 5 elementary schools. In 1982-83, 12 elementary schools and 3 junior high schools participated in the CMLR program. For 1983-84, the CMLR program will be in 27 elementary schools and 3 junior high schools.

Number of individuals served: Approximately 14,000 elementary and junior high students

Chicago Mastery Learning Reading Program

Evaluation reports available: Annual evaluation reports available

Descriptive materials available: Annual evaluation reports include descriptions

For further information, write: Joyce Way, Evaluator
School District of Kansas City, Missouri
1211 McGee
Kansas City, MO 64106
(816)221-7565

OHIO: Cleveland Public Schools
1380 East Sixth Street
Cleveland, Ohio 44114

TITLE OF DOCUMENT: Closing the Gap (Ohio DPPF)

Brief description: Enclosed in this packet are brief descriptions of the 13 projects funded by the Disadvantaged Pupil Program Fund, in operation in the Cleveland school system. Projects are:

- Classroom Support
- Computer-Assisted Instruction in Mathematics
- Emphasis on Latin Amer[illegible]tures
- Job Development
- Kindergarten Reinforcement
- Motivational-Cultural Experiences
- Pilot Projects
- Project Star (Secondary)
- Reading Impact
- Reinforcement Science Skills
- Resident Environmental Classroom
- Safety and Building Security
- Upward Reach

A packet is available from McREL.

For further information contact: Compensatory Education Division
1380 East Sixth Street
Cleveland, Ohio 44114
(216)574-8000

NEBRASKA: Omaha Public Schools
3902 Davenport Street
Omaha, NB 68131

TITLE OF PROGRAM: COMP Mathematics

Brief description: The Conceptually Oriented Mathematics Program is a management group taught program that is both diagnostic and prescriptive. Students are pretested to determine their individual strengths and weaknesses. They are then grouped in accordance with their individual learning needs with needs replacing grade level as the criteria for grouping. Instruction starts at a level appropriate for the student and provides continuous progress until the student is either ready for algebra or leaves eighth grade.

Program staff: Teachers and administrators within the school

Scope: The program has been operating since fall, 1977

Number of individuals served: Approximately 2100 students in grades 4-6

Number of schools served: 1 junior high and 5 elementary schools

Evaluation reports available: Yes

Descriptive materials available: COMP Manual

For further information, contact:

Dave Peterson
3902 Davenport Street
Omaha, NB 68131

or

Terry Key
4606 Terrace Drive
Omaha, NB 68134

TENNESSEE: Metropolitan Nashville Public Schools
2601 Bransford Avenue
Nashville, Tennessee 37204

TITLE OF PROGRAM: A Comprehensive Communications/Reading Program

Brief description: The Communications/Reading Program is designed for grades K-12, with eight proposed components having several "prongs." All of these prongs contain learning-teaching modules consisting of combined inservice and facilitating guides and an evaluation design for each. Materials are available to introduce skills and to give practice for mastery. Maintenance is tied to the textbooks of any series and to student-created materials. Maintenance is tied to the textbooks of any series and to student-created materials.

Program staff: Director, 3 staff members

Scope: The project is aimed at the general school population, with a design for prongs for the gifted and for survival reading. The 1977-78 pilot program served two elementary, one junior high, and one senior high schools. Since June 1978, 5,022 teachers (K-12) have received inservice in one or more of the following modules: Word Recognition; Word Meaning; Imaginative Reading; Evaluative Reading; Study Skills, Comprehension; Reading in the Content Area: A Functionary; Reading in Art; Oral Interpretation; and Poetry.

Number of individuals served: About 5 thousand teachers and their students

Number of schools served: Approximately 95% of schools have 1 or more teachers who have had inservice.

Evaluation reports available: June 1978; some partial, informal assessments on inservice.

A Comprehensive Communications/Reading Program

Descriptive materials available: yes

For further information, write:

Dr. Helen Brown
Reading Task Force
Metro Public Schools
2601 Bransford Avenue
Nashville, Tennessee 37204

MICHIGAN: Detroit Public Schools
5057 Woodward Avenue
Detroit, MI 48202

TITLE OF PROGRAM: Comprehensive School Mathematics Program

Brief description: Using child-oriented situations and a wide variety of manipulative and visual aids, this program teaches computational concepts and skills, plus topics in geometry and probability, to elementary-school children. The problem-solving abilities gained by students is this program's greatest strength. The program has existed since 1973 largely because of parental support; some parents and parental groups buy the materials themselves.

Program staff: Supervisor

Scope: Serving Detroit's multi-racial, multi-ethnic population at every economic level since 1973.

Number of individuals served: 2,200

Number of schools served: 10

Evaluation materials available: McREL Evaluation Report 1-B-6 - unpublished. McREL 1981 report on second grade testing and 1982 on third grade now available

Descriptive materials available: Verbal or written reactions of teachers, administrators and parents in project schools. Information packet available from McREL, 470 N. Kirkwood, St. Louis, MO 63122

For further information, contact: Theresa Denman
Detroit Public Schools
932 Schools Center
5057 Woodward Avenue
Detroit, MI 48202

McREL: An Educational Laboratory
4709 Belleview Avenue
Kansas City, MO 64112

TITLE OF PROGRAM: Comprehensive School Mathematics Program

Brief description: The Comprehensive School Mathematics Program (CSMP) elementary level (K-6) curriculum is an alternative, complete mathematics program from basics to problem solving for students of all ability levels. Funded by the National Institute of Education, the program enjoyed a five year development cycle of rigorous pilot-testing, evaluation, and revision. Studies have been conducted in all grades involving about 60 classes from 19 school districts of varying socio-economic status, type of community and geographic location. Results show that CSMP classes do as well or better than comparable non-CSMP classes in traditional computational skills. More important, CSMP students have done better across categories related to thinking skills and problem-solving by an average of about 14%. Final production of all materials is now being completed.

For further information, contact: Clare Heidema, Director of CSMP
McREL
470 N. Kirkwood Rd.
St. Louis, MO 63122
(314) 821-1700

OHIO: Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, Ohio 45202

TITLE OF PROGRAM: Content Reading - Vocational

Brief description: This material is an extensive revision of a previous project - Improving Reading Comprehension Through the Content Approach, Grades 7-12. The new material is intended for vocational teachers of grades 9-12.

The 30 hour inservice training package consists of a Training Manual, 3 sound/slide or film-strip presentations, a set of color transparencies, a Trainer's Guide, and model materials written and used by vocational teachers.

The inservice program is designed to improve vocational students' reading-thinking skills by helping teachers write instructional materials.

Program staff required: 1 teacher-trainer

Scope: Sixty-one Cincinnati vocational teachers were trained with this material in June, 1983. The material is designed for group or self-instruction. The project was part of the Ohio State Department of Education's Adoption Program for the 1982-83 school year. The Canton City Schools have purchased the project.

Number of individuals served: 85 teachers, 6,000 students

Number of schools served: 7

Evaluation reports available: Summer, 1983 evaluation reports

Descriptive materials available: brochure, price list, display, 3 slide/tape shows.

For further information, contact: M. Lynne Smith
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

MICHIGAN: Detroit Public Schools
5057 Woodward Avenue
Detroit, MI 48202

TITLE OF PROGRAM: Detroit Ninth Grade Communication Skills Objective-Referenced Testing Program (NGCRT)

Brief description: The purpose of the program is to improve the reading, writing, and study skills of high school students. The testing program is designed to promote effective instruction as well as to assess students' communication skills.

The program focuses on nine objectives.

First Semester

Reading Objectives
...Following written directions
...Defining words in context
...Identifying main ideas
...Drawing a valid inference

Study Skill Objective
...Using a dictionary

Second Semester

Writing Objectives
...Using correct capitalization and punctuation
...Constructing a sentence
...Organizing a paragraph

Study Skill Objective
...Locating information in categorical listings

Students are pretested at the beginning of the school year in order to provide teachers with an indication of class and student status regarding each objective so that instruction can be focused as needed.

The Teacher's Handbook presents guidelines to be used in organizing an instructional sequence designed to accomplish clearly identified skills. Additional supplementary material is available to teachers for providing focused instruction on any one of the nine objectives.

Detroit Ninth Grade Communication Skills Objective-Referenced Testing Program (NGORT)

Interim tests are used not only as assessment devices to measure a pupil's mastery of a particular objective, but also as practice exercises. Supplementary instructional materials are available for students who need additional practice.

Near the end of the second semester, a posttest is administered covering the nine objectives.

An individual record card is provided for each student. Test scores from the pretest and posttest are placed on one side of the card. On the inside, students have a place to record their interim test responses. This allows students to monitor their own progress.

Program Staff: No additional staff

Scope: Involves all grade nine students

Number of individuals served: 20,000 students

Number of schools served: 23 high schools

Evaluation reports available: Annual reports available since 1978-79

Descriptive materials available: Teacher's Handbook, pretests, interim tests, posttest, individual student record cards, supplementary instructional materials.

For further information, contact:
Barbara Coulter
Detroit Public Schools
922 Schools Center
5057 Woodward Avenue
Detroit, MI 48202
(313)494-1601

MICHIGAN: Detroit Public Schools
5057 Woodward Avenue
Detroit, MI 48202

TITLE OF PROGRAM: Detroit Objective-Referenced Tests (DORT)

Brief description: The Detroit Objective-Referenced Tests Program is designed to be the reading management system for Detroit's elementary and middle schools. The DORT System has both comprehension and decoding components containing instructional objectives, placement tests, objective referenced tests for each objective, related instructional materials, correlations with all basal and supplementary reading series, and record-keeping profiles. The system is computerized in grades 3-8 with the test scoring, data analysis and printing of student and individual profiles being completed by the district's mainframe computer. Since every Detroit reading teacher is using the sytem, there is great continuity if children transfer from school to school. Schools select their own basal series to encourage individuality within the program. Reading specialists are available to assist the teachers in the implementation of DORT by providing any required training and guidance. Parents receive computer printouts describing their students' progress and are trained at workshops in techniques they can use to support DORT in the home. The parent component is conducted through a Home Curriculum Program.

Program staff: Director of City-Wide Reading, Middle School Supervisor, Elementary Supervisor, Home Curriculum Supervisor

Detroit Objective-Referenced Tests (DORT)

Scope: During the 1976-77 school year, every reading teacher in the district was trained in the philosophy and techniques of a diagnostic/prescriptive reading system. In the meantime, the DORT Program and related materials were developed. After careful training of the administrators and teachers, the program began in September 1978. It is currently being used in all Detroit Public Schools in kindergarten through eighth grade. Detroit is attempting a total, city-wide solution to students' reading deficiencies.

Number of individuals served: Approximately 150,000 students

Number of schools served: Approximately 260

Evaluation reports available: Standardized reading scores

Descriptive materials available: Article: "DORT, What's it all about?," The Detroit Teacher, Sept. 28, 1977, p. 6; mimeographed interview by Detroit Federation of Teachers "What's the New Reading Program Today?" Michigan Reading Journal, Volume 15, No. 1; MRA, Spring, 1981; p. 8.

For further information, contact: Barbara Coulter, Language Education
Detroit Public Schools
922 Schools Center
5057 Woodward Avenue
Detroit, MI 48202
(313) 494-1601

OHIO: Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

TITLE OF PROGRAM: Diagnostic Prescriptive Reading System 1-6

Brief description: The Diagnostic Prescriptive Reading (DPR) System was developed as an ESEA Title IV-C developmental grant, 1976-1979. The program aims at improving the reading performance of underachieving students through remediation of specific problems in perceptual, educational, behavioral, sociological and physical areas. The DPR System contains validated materials and procedures for identifying underachievers and diagnosing specific problems in the aforementioned areas. The diagnosed problems are remediated by using appropriate prescriptions from 100 project-developed prescriptive units comprising approximately 500 prescriptive activities, 500 prescriptive variations, annotations to 1500 prescriptive resources, and references to popular basal reading series. The program also contains a self-instructional training package for teachers.

Program staff: Trainer, facilitator, teachers

Scope: This project serves elementary school students showing underachievement in reading.

Number of individuals served: 500

Number of schools served: 11

Evaluation reports available: Project Termination Report of September, 1979

Descriptive materials available: Brochure, price list

For further information, contact: Zulfiquar Ahmad, Project Director
Resource, Planning & Development Branch
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

OHIO: Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

TITLE OF PROGRAM: Diagnostic Prescriptive Reading System, Secondary Level

Brief description: This ESEA Title IV-C development project (1980-82) has been designed to help secondary school students (grades 7-12) whose reading proficiency is below the functional level. The system (a) identifies these students; (b) diagnoses the areas of specific problems and skill deficiencies contributing to low reading performance; (c) offers prescriptive materials in five subject areas (reading, English, mathematics, social studies, and science) to overcome specific problems; (d) improves reading performance; and (e) provides training materials for secondary school teachers in using diagnostic prescriptive intervention.

Staff: Teachers

Scope: This project has completed its second and final year of developmental work.

Number of individuals served: 1980-81, 174 students
1981-82, 253 students

Number of schools served: 6 junior high/middle schools, 4 high schools, 1 school - grades 7-12

Evaluation reports available: Project Termination Report, September 1982

Descriptive materials available: Brochure, price list

For further information, contact: Zulfiquar Ahmad
Resource, Planning and Development Branch
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

OHIO: Ohio Department of Education
65 South Front Street
Columbus, OH 43215

TITLE OF PROGRAM: Disadvantaged Pupil Program Fund (DPPF)

Brief description: The Disadvantaged Pupil Program Fund (DPPF) was established in January, 1968, making Ohio the first Midwestern state to develop programs to provide compensatory educational services to disadvantaged pupils through legislative appropriation. Allocations to local school districts are based upon the number of pupils ages 5 through 17 residing in local school districts whose parent(s) receive Aid to Dependent Children (ADC) payments. To qualify, local districts must have at least 50 such pupils or, 5% of the Average Daily Membership (ADM) attending district schools.

Urban Programs funded under DPPF were implemented in 483 school districts in Ohio during FY 1983. Over 50% of allocations to local districts are spent on program components emphasizing reading and math. Approximately 650,000 pupils received the benefits of DPPF programs since any pupil in Chapter I buildings presenting an academic and/or cultural need, regardless of socio-economic status, is eligible to receive services.

Program staff: At the local level, staffing patterns include a DPPF director and/or coordinator, teaching staff, paraprofessionals, guidance counselors, and nurses as appropriate to the specific program components. At the state level, 4 education consultants, 1 fiscal specialist, and an assistant director are responsible for providing technical assistance and monitoring programs.

Scope: Urban Programs funded through DPPF consist of 10 authorized component areas which include:

1. Academic Achievement and Remedial Programs
2. Adaptation of Curriculum, Instructional Methods & Materials
3. Cultural Enrichment Programs
4. Dropout Prevention Programs
5. Home/School & Adult Education Programs
6. Improvement of Communication Skills
7. Improvement of Health & Related Services
8. Improvement of Library Programs
9. Motivation & Self Imagery Development
10. Safety & Building Security

Participating school districts must conduct a needs assessment identifying specific pupil disadvantagement. A DPPF Proposal is submitted to the Ohio Department of Education which includes educational goal(s), specific behavioral objectives, activities to achieve objectives, and an evaluation design. Proposals are reviewed by state consultants, and approved for implementation as appropriate.

Number of individuals served: 650,000 (FY 1983)

Number of school districts served: 483 (FY 1983)

Evaluation reports available: A Final DPPF Evaluation Report is submitted by participating school districts within forty five (45) days after the close of the program each year.

Disadvantaged Pupil Program Fund (DPPF)

Descriptive materials available: Standards and Guidelines for Urban Education as adopted by the State Board of Education, and DPPF Component Specifications are available at the state level. Program narratives are available at the district level.

For further information, contact:
Dr. Ron Redick
Assistant Director
Ohio Department of Education
Division of Equal Educational Opportunities
65 South Front Street - Room 416
Columbus, OH 43215

OHIO: Akron Public School
70 N. Broadway
Akron, OH 44308

TITLE OF PROGRAM: Disadvantaged Pupil Programs

Brief description: State money for disadvantaged schools in 1982-83 has provided for academic ahievement and remedial programs, adaption of curriculum, improvement of library services, and motivation and self imagery services for the Akron Public Schools. These services include:

- o a reading and mathematics improvement program where students work on an individualized basis to strengthen vocabulary, comprehension, computational and problem solving skills at 5 non-public schools.
- o curriculum specialist and supervising teachers who assist classroom teachers in 21 elementary schools to strengthen instruction in reading, mathematics, science, language arts, and social studies.
- o a wide selection of books, references and multi-media learning materials and equipment in Learning Resource Centers located in 21 elementary schools, 2 middle schools, 3 junior high schools and the staff development center for the district.
- o 16 counselors in 18 elementary and 2 middle schools

Program staff: Project director, teachers, aides, counselors

Number of schools served: 21 elementary schools, 5 junior high/middle schools

Descriptive materials available: Brochures.

For further information, contact: Barbara Matthews, Director
Supplemental Services
Akron Public Schools
65 Steiner Avenue
Akron, OH 44301
(216) 376-5514

OHIO: Akron Public Schools
70 N. Broadway
Akron, OH 44308

TITLE OF PROGRAM: ECIA Chapter I Programs

Brief description: The 1982-83 remedial program designed to facilitate academic achievement includes;

- o reading improvement - 34 trained reading teachers provide individual and small group instruction in 21 public elementary schools, grades 1-6, and 1 non-public elementary school, grades 1-8.
- o mathematics - 13 mathematics teachers provide individual and small group instruction in 13 public elementary schools and 1 non-public elementary school. Students in grades 3-8 receive individually prescribed instruction which daily supplements their regular classroom instruction.
- o supplementary kindergarten improvement program (SKIP) - kindergarten students requiring help in reading and number readiness receive an additional half day of individually prescribed instruction from a supplementary kindergarten teacher and teacher aide. Class size is limited to 15 or less or less students in 16 elementary schools.

Program staff: Project director, staff, teachers

Scope: In operation for 16 years

Number of schools served: 21 elementary schools

Descriptive materials available: Brochures.

For further information, contact: Barbara Matthews, Director
Supplemental Services
Akron Public Schools
65 Steiner Avenue
Akron, OH 44301
(216) 376-5514

MICHIGAN: Detroit Public Schools
5057 Woodward Avenue
Detroit, MI 48202

TITLE OF PROGRAM: Elementary and Middle School Daily Oral Language/ Written Experience (DOL/WE) Programs

Brief description: DOL/WE Programs improve the speaking and writing skills of children through a daily maintenance program that reinforces language skills previously taught or newly introduced. The major focus is on grammar, usage, capitalization, and punctuation. Spelling and enunciation are included but on a limited basis. The teacher writes two sentences on the board daily. Students read the sentences silently then volunteer the needed corrections. After all corrections have been made, students are called upon to read the corrected sentences orally so that all can hear the correct structures.

Students should not be required to copy these sentences. The emphasis is on oral correction and reading aloud the corrected example. Each lesson requires between five and ten minutes and it should be done daily.

Teachers can give written exercises every two or three weeks to ascertain students' progress.

Elementary and Middle School Daily Oral Language/Written Expression (DOL/WE Programs

Program staff: No additional staff

Scope: Involves all students grades K-8

Number of individuals served: 150,000 students

Number of schools served: 250

Evaluation reports available: Pilot study report, 1979-80

Descriptive materials available: Elementary Teacher's Guide, Set of 100 Practice Sentences, Pretests and Posttests; Middle School Teacher's Guide, Set of 100 Practice Sentences, Pretests and Posttests

For further information, contact:
Barbara Coulter
Detroit Public Schools
922 Schools Center
5057 Woodward Avenue
Detroit, MI 48202
(313)494-1601

MICHIGAN: Michigan Department of Education
Box 30008
Lansing, Michigan 48909

TITLE OF DOCUMENT: Elementary Content Reading Material

Brief description: The reading objectives for fourth grade are presented with a sample of how they are listed, examples of the skill in through content areas (social studies, science and literature) and a variety of activities to develop these objectives in the context area.

For further information, contact: Elaine Weber
Michigan Department of Education
Box 30009
Lansing, Michigan 48909

MICHIGAN: Detroit Public Schools
5057 Woodward Avenue
Detroit, MI 48202

TITLE OF PROGRAM: High School Proficiency Program

Brief description: The Detroit High School Proficiency Program is an instructional program for improving pupil learning in the fundamental skill areas of reading, writing, and mathematics. Focused instruction is provided in twelve commonly used competencies - four each in reading, in writing, and in mathematics. The competencies were selected by a broad-based committee of staff, students, parents, and employers. They have been carefully described, tests designed to measure them, and instructional material developed to increase proficiency in the competencies.

Beginning with the graduating class of June, 1981, Detroit high school graduates have been required to pass a proficiency examination in all three competency areas in order to receive an endorsement on their diploma indicating that these skills were mastered. Students who do not pass all three areas receive diplomas without the endorsement. Opportunities to take the examination are offered in grades 10, 11, and 12.

Three major strategies are used to ensure that the twelve competencies are well taught and well learned. There is:

(1) increased general emphasis throughout the curriculum,

(2) special emphasis in a particular grade and subject for each skill, and

(3) a remedial program including special classes during

the regular school year and in summer school.

Program staff: 1 proficiency coordinator assigned to each high school

Scope: The program was implemented in 1979. It involves all Detroit schools.

Number of individuals served: 207,000 students

Number of schools served: 277 schools

Evaluation reports available: Results of proficiency tests

Descriptive materials available: Program Manual (Teacher's Guide)

Student Guide

Parent Guide

Practice Exercise Sets for each competency

For further information, contact:
Stuart C. Rankin
Detroit Public Schools
308 Schools Center
5057 Woodward Avenue
Detroit, MI 48202
(313)494-1092

OHIO: Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

TITLE OF PROGRAM: Improving Reading Comprehension Through the Content Approach, Grades 4-6

Brief Description: This ESEA Title IV-C project had a two-year developmental period and was validated by the Ohio State Department of Education in 1981. The major goal of this project was to produce a teacher training package designed to help intermediate teachers of language arts, mathematics, science and social studies understand and apply the content approach to the teaching of their subjects.

The 30 hour inservice training package pilot tested during the 1978-79 school year and field tested during 1979-80, consisted of a 300 page Training Manual, three sound/slide or filmstrip presentations, a set of color transparencies, a set of reading posters for classrooms, and model materials written and pilot tested by intermediate project teachers in the language arts, social studies, science, mathematics, art and music. In addition, a Trainer's Guide is available for use by one teacher in leading other teachers through the inservice training.

The Training Manual is the heart of the inservice program. Intended as a reference for the teacher long after the actual content reading workshop takes place, the manual consists of seven packets, each focused on a particular aspect of content reading methodology. After reading each packet, teachers are directed through a self-assessment designed to help them grasp and apply content reading ideas to their own textbooks. The inservice is designed to be very practical; teachers write materials for use with their students. With content reading materials and techniques, teachers learn to improve students' reading-thinking skills and their grasp of subject matter concepts simultaneously.

Program staff: 1 teacher trainer

Scope: The project is in use in some elementary and middle schools in the Cincinnati Public Schools (CPS). The materials are used in a graduate-credit course in the CPS Professional Growth Institute. The project has been adopted by 19 Ohio school districts during the summer of 1982.

Number of individuals served: 9 teachers, 500 students (1978-79 pilot test year)
16 teachers, 1000 students (1979-80 field test year)

Number of schools served: 9 (1978-79)
15 (1979-80)

Evaluation reports available: First and second year 7/1/79

Descriptive materials available: Brochure, price list, display, slide/tape presentation

For further information, contact: M. Lynne Smith, Project Coordinator
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

OHIO: Cincinnati Public Schools
230 East Ninth Street
Cincinnati, OH 45202

TITLE OF PROGRAM: Improving Reading Comprehension Through the Content Approach, Grades 7-12

Brief Description: This ESEA Title IV-C developmental project produced [illegible] teacher-training package designed to help secondary teachers of English, mathematics, social studies, and science understand and apply the content approach to the teaching of reading-thinking skills. The 30 hour inservice training package consists of a Training Manual, three sound/slide or filmstrip presentations, a set of color transparencies, a set of reading posters, and model materials written and used by project teachers in each of the four major subject areas. In addition, a Trainer's Guide is available for use by one teacher leading others through the inservice training. The Training Manual is divided into seven sections, each dealing with a particular aspect of content reading methodology. After reading each packet, teachers are directed through a self-assessment designed to help them grasp and apply the packet's ideas to their own materials and methods. The inservice program is designed to take teachers through the same process they're being taught to utilize with students--motivational activities, guided reading, small group discussion, etc.

With content reading materials and techniques, teachers learn to improve students reading-thinking skills and teach subject matter concepts simultaneously.

Improving Reading Comprehension Through the Content Approach, Grades 7-12

Staff: 1 teacher-trainer

Scope: The inservice training material is designed for use by a group of teachers or for self-instructional use by one or more teachers. It is suitable for teachers of any subject in grades 7-12.

This project is currently in use in eight Cincinnati Public Schools. The project materials are used in a graduate credit course as part of The Cincinnati Public Schools Professional Growth Institute. The materials are also used in a graduate credit course at Xavier University and The University of Cincinnati. The project has been part of the Ohio State Department of Education's Adoption Program and has been adopted by 90 school districts in Ohio. School districts in Michigan, Indiana, Illinois, Pennsylvania, and New York have purchased the project materials. The U.S. Army purchased the project for use in Dependant's schools.

Number of individuals served: 22 teachers, 2,400 students

Number of schools served: 8

Evaluation reports available: First and second year evaluation reports

Descriptive materials available: Brochure, price list, display, slide/tape show

For further information, write:
M. Lynne Smith
Educational Materials Pacs Section Head
Cincinnati Public Schools
230 East Ninth Street
Cincinnati, OH 45202

KENTUCKY: Jefferson County Public Schools
3332 Newburg Road
Louisville, KY 40218

TITLE OF PROGRAM: Jefferson County Adult Reading Program (JCARP)

Brief description: Approved by JDRP, the JCARP is a program designed to deliver literacy and life-coping skills instruction. Two years of JCARP operation showed that materials, methods, and teachers were not singularly significant in program success, but that those students who attended more often showed greater gains. The necessity was, therefore, to develop a strategy to increase student retention. To that end, counseling was introduced into each of the four components of JCARP that aimed to address the personal and social needs of this population as well as their academic deficiencies. The four components or intervention strategies are: recruitment staff training, instruction, evaluation.

Services available: Awareness materials are available at no cost. Visitors are welcome at any time by appointment at project site. Training is conducted at project site at scheduled intervals (adopter pays costs).

Evidence of effectiveness: JCARP participants experienced an attrition rate of 22%, whereas participants' rates in comparable programs were from 52-80%. JCARP participants made significant gains in reading ability, from grade level of 3.62 to 5.15 during 82 hours of instruction. This was a .70 greater than for comparable programs. These effects have been consistent over the three years of program operation.

For further information, write: Ms. Sharon Darling, Project Director
Jefferson County Public Schools
3332 Newburg Road
Louisville, KY 40218

MISSOURI: School District of Kansas City, Missouri
Board of Education Building
1211 McGee
Kansas City, MO 64106

TITLE OF PROGRAM: Kansas City Follow Through Project: Resource Center

Brief description: The Kansas City Follow Through Project is an individualized K-3 basic skills program with built-in motivation. The program introduces reading, arithmetic, handwriting and spelling at the kindergarten level and emphasizes the continuous mastery of these skills through third grade. Classrooms are staffed with at least one aide.

A token reinforcement system is used to motivate kindergarten and first grade students to work up to their maximum achievement levels. Second and third grade students make daily work contracts with their teachers. In-service training is provided for all teachers and aides. The program is an NDN examplary project and has been validated.

Program staff: At least one teacher aide in each room is recommended. In adapted programs, volunteers are recruited.

Scope: The project began in 1975 and has served about 800 children per year in grades K-3. For the 1983-84 school year, the Follow Through program is in 4 elementary schools, 2 programs being federally funded and 2 supported by the school districts.

Number of students served: Approximately 800 K-3 students.

Number of schools served: 4 elementary schools; Phillips, Wheatley, Chick, and Three Trails.

Evaluation reports available: The program is an NDN exemplary project and has been nationally validated. Annual evaluation results are available.

Descriptive materials available: Descriptive materials are available.

For further information write:
Mattie G. Story, Project Director
Follow Through Project
School District of Kansas City, Missouri
1211 McGee
Kansas City, MO 64106
(816)221-7565

IOWA: Des Moines Public Schools
1800 Grand Avenue
Des Moines, IA 50307

TITLE OF PROGRAM: Kindergarten Language Enrichment Program

Brief description: KLEP is a four-day articulation and language program for kindergarten children. Fifteen children are selected from all parts of Des Moines during the fall. These children attend their regular kindergarten class in the morning and then are transported to KLEP for a three hour session which starts with lunch. This program is housed during the current school year at Howe Elementary School. The children are returned to their home schools at the end of the KLEP session.

The child enrolled in the KLEP program must demonstrate at least one year delay in language and articulation skills. KLEP is not designed to serve those children whose speech and language deficits are related to a general mental disability or to serve children with behavior problems that will interfere with group interaction.

Program staff: A speech and language clinician, a communication associate

Scope: The KLEP program was initiated in 1971, and there have been one or two sections each year since then. The program is still operating throughout the Des Moines Public Schools system.

Number of individuals served: Approximately fifteen kindergarten-age students each year

Number of schools served: Students attending any of the elementary school buildings in the Des Moines Public Schools system are eligible for enrollment in the KLEP program.

Kindergarten Language Enrichment Program

Evaluation reports available: Several reports are available upon request.

Descriptive materials available: A pamphlet is available through Clinical Speech Services, Department of Special Education, Des Moines Public Schools

For further information, contact:
Judith Gardner
Coordinator of Speech and Language Services
Des Moines Public Schools
1800 Grand Avenue
Des Moines, IA 50307

OHIO: Akron Public Schools
70 N. Broadway
Akron, OH 44308

TITLE OF PROGRAM: Legion for Literacy Academy

Brief description: This academy is a summer experience providing innovative programs for selected students in grades K-12 who demonstrate a special talent or an intense interest in any aspect of communication. It represents a major commitment of the Akron Public Schools to develop the basic communication skills: reading, writing, listening, speaking, and visual awareness.

The courses, designed by master teachers, involve professionals from the area's media, business and industrial communities, and are free of charge.

Program staff: A program director, 24 master teachers, 6 support teachers, 1 paraprofessional, 1 business management consultant, 1 secretary, and 1 security aide

Scope: The Legion for Literacy was inspired by the Superintendent of the Akron Public Schools, Conrad C. Ott, in 1978. It became a systemwide effort during the 1979-80 school year, the goal being the institutionalization of the effort to strengthen communication skills; increase student, staff and community awareness of the importance of effective communication skills; and enlist parent and community support and participation in education in grades K-12. The program produced activities which expanded or reemphasized existing efforts to improve communication skills through reading and writing programs, a library program, a classics club literature program, a communicating through science program, parent workshops and programs in reading, a monthly publication of creative ideas for teachers, and a classroom activities publication related to literacy in specific subject areas. The culmination of the first year of implementation of the Legion for Literacy was the creation of the academy. The academy held its first courses during the summer of 1980. It served 254 students from grades 1-12 and held specially designed programs for parents who wished to attend. The academy has been expanded to accommodate more students and its dissemination has continued through the 1980-81 school year through teachers, administrators, video-tapes, slides, resource guides, books, and other products generated as a part of the academy. It is citywide in scope and its funding has been provided through a grant from the Martha Holden Jennings Foundation and from federal and state dollars for special programs.

Number of individuals served: 420 talented K-12 students and their parents

Number of schools served: 58 schools throughout Akron

Evaluation reports available: Yes

Descriptive materials available: Legion for Literacy Academy Summary Report

For further information, contact:
Joanne Karm
Akron Public Schools
70 N. Broadway
Akron, OH 44308
(216) 434-1661, ext. 242

KENTUCKY: Jefferson County Public Schools
3332 Newburg Road
Louisville, KY 40218

TITLE OF PROGRAM: Louisville Writing Project

Brief description: The Louisville Writing Project, a jointly sponsored project of the University of Louisville and the Jefferson County Public Schools, provides a five-week summer institute on writing for teachers followed by four Saturday meetings during the school year. The institute emphasizes ideas immediately practical for use in the classroom along with others that have the potential of school-wide instructional program improvement.

Teachers make presentations about their own successful lessons in teaching writing, co-directors and consultants discuss latest research in teaching writing, strategies for consulting with teachers and strategies for implementing a writing program. Procedures are outlined for making a school-wide assessment of the writing competence of students. Using writing as a tool to improve learning in all subjects is also studied.

Staff: 3 co-directors representing the University and the school district

Scope: 40 participants to date

For further information, write: William Craigmyle
Director of Instructional Programs
Jefferson County Public Schools
3332 Newburg Road
Louisville, KY 40218

OHIO: Columbus Public Schools
270 East State Street
Columbus, OH 43215

TITLE OF PROGRAM: Mastery Education

Brief description: This program is based on the "Course of Study," a Board of Education-adopted document which contains specific learning expectations for all students in every subject at every grade level. Reading, writing and mathematics are emphasized in the Mastery Education Program, with specific objectives developed in each of those areas based on the skills identified in the "Course of Study." The goal of the instructional program is student mastery of the objectives, and the inservice program for teachers is designed to accomplish that goal. Validation tests are given at specific checkpoints throughout the students' school years. Reading is currently scheduled to be tested at grades 2, 4, 6, and 9; writing at grades 3, 5, 7, and 10; mathematics at grades 3, 5, 8, and 11. Teachers are provided with individual student computer reports which identify the specific objectives not mastered, and instructional materials are provided for teachers to use in re-teaching those objectives. A class report and a school-wide report indicating the number of students mastering and not mastering each objective are also provided.

Program staff: Director of Assessment and Testing, Supervisor of Mastery Education, 6 teachers on special assignment.

Scope: The program began in 1980. The audience served thus far has been teachers in grades K and 1 in reading; 2-5 in math; and 9 and 10 in writing.

Mastery Education

Number of individuals served: Approximately 1600 teachers

Number of school served: 101

Evaluation reports available: On the test development process in mathematics, and on pilot testing of instructional materials inservice meetings for K-1 teachers in reading; 2-4 teachers in math, 9-10 English in writing; and elementary and secondary administrators.

Descriptive materials available: Sample pages of the 3rd grade Alternative Strategies kit for math; sample computer reports on student mastery of objectives; draft of a philosophy statement, currently being revised.

For further information, contact: Patti L. Denney, Supervisor
Mastery Education
Columbus Public Schools
270 East State Street
Columbus, OH 43215
(614) 225-2706

OHIO: Akron Public Schools
70 N. Broadway
Akron, OH 44308

TITLE OF PROGRAM: Math and Reading Management Systems

Brief description: A program of continuous progress and individualized instruction forms the core of this educational program. Competency testing and the use of a diagnostic-prescriptive approach are important features in these systems.

The Mathematics Management System is an adaption of Heath Mathematics, specifically designed by and for the Akron Public Schools to meet the individual needs of elementary schools in grades 1-6. It allows teachers to tailor math instruction to the skills, competencies, and abilities of their students. It contains criterion referenced pre- and posttests; class profile forms; and prescription handbooks with descriptions of procedures, materials, objectives, and a complete math code.

The Reading Management System provides a uniform method of translating students' needs in reading from one class to another and from one building to another. It provides a universal reading code that makes it possible for teachers to retrieve multi-level materials quickly and easily to meet the specifc needs of their students. It provides access to a multi-media approach to responding to various learning styles. It provides inservice and criterion referenced testing handbooks. It encourages parent participation in the assembling of materials to meet the needs of their children.

Math and Reading Management Systems

These systems offer the advantages of providing uniform record keeping throughout the school system, helping teachers locate materials for specific skills instruction, and facilitating the grouping of students.

Program staff: Basic supervisory staff

Scope: This program has been operating since 1974 and is citywide in scope.

Number of individuals served: All students in grades K-6 with some components serving grades 7-10

Number of schools served: 40 schools

Evaluation reports available: Yes

Descriptive materials available: 7 page description of the management systems

For further information, contact: D. Jeanne Bodine, Director
Elementary Education
Akron Public Schools
70 N. Broadway
Akron, OH 44308
(216) 434-1661, ext 220

TENNESSEE: Metropolitan Nashville Public Schools
2601 Bransford Avenue
Nashville, Tennessee 37204

TITLE OF PROGRAM: Mathematics Improvement Project

Brief description: This is a K-8 curriculum development project that is identifying skills and organizing them into an instructional sequence. The project is fully implemented in grades K-4 and the developmental stage is continuing for grades 5-8. Teachers and principals have been heavily involved in the planning and development stages. The materials are field tested as they are developed and revisions are in process.

Program staff: Project director, teachers, program assistant, principals

Scope: The project has been in operation since 1978 and is citywide in scope.

Number of individuals served: 1,000 teachers and 25,000 students in grades K-8

Number of schools served: 90 schools at present

Evaluation reports available: Not at this time

Descriptive materials available: Not at this time

For further information, contact: Woodard Pigg
Coordinator of Mathematics
Metropolitan Public Schools
2601 Bransford Avenue
Nashville, Tennessee 37204

OHIO: Cleveland Public Schools
1388 East Sixth Street
Cleveland, Ohio 44114

TITLE OF DOCUMENT: Moving on (ECIA Chapter 1 Program)

Brief description: Enclosed in this packet are brief descriptions of the projects funded by Chapter 1, in operation in the Cleveland school system. Projects are:

Basic Skills Reinforcement

Child Development

Children in Residential Schools

Diagnostic Reading Clinic

English-as-a-Second Language

Mathematics Skills Improvement

Parent Liaison Services

Project Star (Elementary)

Public Adjustment

Reading Improvement

Reading Strategy

A packet is available from McREL.

For further information, contact: Compensatory Education Division
Cleveland Public Schools
1388 East Sixth Street
Cleveland, Ohio 44114
(216) 574-8000

McREL: An Educational Laboratory
4709 Belleview Avenue
Kansas City, MO 64112

TITLE OF PROGRAM: National Diffusion Network (NDN) Demonstration Project: Comprehensive School Mathematics Program (CSMP)

Brief description: The National Diffusion Network (NDN) of the U.S. Department of Education awarded McREL a grant to work with school districts interested in adopting the Comprehensive School Mathematics Program (CSMP). CSMP develops basic skills and problem solving skills essential for understanding the nature of mathematics and its application to everyday situations. McREL staff will conduct workshops and presentations about CSMP for schools throughout the country which show interest in this approach to the development of mathematical skills in students of all ability levels, kindergarten through sixth grades.

As an NDN demonstration site McREL's goals are to help schools determine if CSMP meets their needs and to help schools to use the curriculum if they decide to adopt it. In 1978, the Joint Dissemination Review Panel (JDRP) of the National Institute of Education cited CSMP for these specific characteristics:

(1) CSMP students are better able than comparable non-CSMP students to deal with relational thinking, estimation, large numbers, fractions, and problem solving;

(2) they learn traditional arithmetic skills as well as or better than non-CSMP students; and

(3) they show a higher level of enthusiasm and interest in their math.

Currently, more than 55,000 elementary school students in traditional, disadvantaged, gifted, alternative, and a variety of other instructional settings in 32 states are studying CSMP.

For further information, contact: Director
NDN Demonstration Project (CSMP)
McREL
470 N. Kirkwood Road
St. Louis, MO 63122
(314) 821-1700

MISSOURI: School District of Kansas City, Missouri
Board of Education Building
1211 McGee
Kansas City, MO 64106

TITLE OF PROGRAM: (PAL) Play and Learn

Brief description: The program involves utilizing all parts of the interiors and exteriors of a school as creative learning centers. Nearly 90 graphics representing words, symbols, signs, and models are placed on the playground, in halls, and in the cafeteria. The objective of the project is to increase mastery in the basic skills, particularly in reading and mathematics. Knowledge, skills and understandings acquired in the classrooms are reinforced. Local artists helped create many of the graphics. Teacher in-service was provided on the instructional use of designs. A teacher and a parent manual were developed.

Program staff: No special staff is needed. The participation of instructional staff, parents, students and others is needed to create the graphics and the games to go with them.

Scope: The program began in 2 elementary schools with federal, local foundation and district monies. The project is being replicated in other elementary schools. It can be replicated at little cost with talented volunteer help.

Number of individuals served: Approximately 750 K-6 students

Number of schools served: 2 elementary schools, Bancroft and Longfellow

Evaluation reports available: From the school principals

Descriptive materials available: Contact principal at Longfellow school

For further information write: Dr. Connie Renne, Principal
Longfellow School
2830 Holmes
Kansas City, MO 6410

KENTUCKY: Jefferson County Public Schools
3332 Newburg Road
Louisville, KY 40218

TITLE OF PROGRAM: Philosophy for Children

Brief description: Philosophy for Children is a thinking skills program which originated at Montclair College in New Jersey. In an in-depth summer training program, eight Brown School teachers were trained by Dr. Fred Oscanyan and Ms. Brenda Richardson of the Berea Center of Philosophy for Children. In the classroom, students use specially written novels to spark discussions about reasoning, thinking, language, ethics, and society, with emphasis on logic, analytical skills, concept development and many other higher level thought processes. Lessons are woven into the regular curriculum in language arts, social studies and science. The Philosophy for Children program provides students systematic practice in performing and organizing reasoning/thinking skills. Reading, writing and mathematics involve reasoning and are strengthened through the practice and coordination of the skills in the Philosophy for Children program.

Funds for training, consultation and materials were provided through a grant from National Endowment for the Humanities.

Scope: 1 school, grades 2 through 9

For further information, write: Mrs. Martha Ellison, Principal
Brown School
3332 Newburg Road
Louisville, KY 40218

ILLINOIS: Board of Education, City of Chicago
160 West Wendell Street
Chicago, IL 60609

TITLE OF PROGRAM: Proficiency in Basic Skills Program

Brief description: The goal of this program is to identify students requiring assistance in the development of those minimal skills needed for adequate functioning in society as early as possible and to provide remediation through the Proficiency in Basic Skills Course.

The Minimum Proficiency Skills test is administered in April of each year to all elementary students expected to graduate in June. Those who are not successful may be enrolled in the Proficiency in Basic Skills course in the summer for no credit or in the following fall semester, at which time elective credit is earned for successful completion of the course.

For high school students, the test is conducted in January, March and June of each year. Following the freshman year, those who are unsuccessful will enroll in the course either during the summer or during the school year until successful passing of the test. (Any student who approaches graduation without mastering the test is to be counseled into a GED program or the adult education program of the City Colleges of Chicago.) The interdisciplinary basic skills course provides for :

- diagnostic and prescriptive teaching methodology
- use of multisensory teaching approaches and materials
- evaluation of student mastery
- student interaction with materials that combine skill building with vicarious experiences involving real life situations
- use of forms, pamphlets, maps and other materials provided by city and state agencies

The course includes self-assessment and covers seven general knowledge areas:

1. Communication
2. Occupational Knowledge
3. Finance
4. Health
5. Community Resources
6. Government and Law
7. Transportation

Project staff: Assistant Superintendent, Department of Curriculum, and Director, Bureau of Social Studies

Scope: The Proficiency in Basic Skills Program was field tested in the 1977-78 academic year on third year high school students. The course was revised according to the recommendations resulting from the summer 1978 field test.

Number of individuals served: All students grade 8, 9, 10, initially

Proficiency in Basic Skills Program,

Number of schools served: All schools serving grades 8, 9, 10

Evaluation reports available: Citywide testing data available through the Department of Research and Evaluation

Descriptive materials available: Proficiency in Basic Skills test, course curriculum guide, course review

Proficiency in Basic Skills

Guidelines and Procedures

Correlation between Proficiency in Basic Skills and major subject areas

For further information, write:
Kenneth Singer, Director
Bureau of Social Studies
Board of Education, City of Chicago
160 West Wendell Street
Chicago, IL 60609

OHIO: Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

TITLE OF PROGRAM: A Program in Minimum Competency

Brief description: In response to recommendations of the 1976-77 Citizens' Task Force on Basic Skills, the Cincinnati Board of Education has developed a program for insuring competence in the basic skills of reading, mathematics and writing. This program includes the Minimum Competencies Test measuring student achievement in basic skills of reading, mathematics and writing at grades 3, 6, 9, and 11; the Instructional Unit booklets containing developmental and practice activities for remediation of competencies not mastered; and reports by student, by class, and by school. Cincinnati uses the Cincinnati Instructional Management System to monitor student progress and produce the reports. The materials for the three basic skill areas of reading, mathematics, and writing may be used separately or as one program.

Program staff: Coordinator, classroom teachers, clerical support. The involvement of principals and supervisors is essential.

Scope: The reading and writing programs were validated by the State Department of Education (1982). City-wide implementation of this program at the 3rd grade level was completed in the 1981-82 school year. The 6th grade program was implemented in 1982-83. 9th grade implementation city-wide is projected for 1983-84.

Numbers of individuals served: 1982-83:
grade 3 - 3,301 students
grade 6 - 3,767 "
grade 9 - 1,012 "
grade 11 - 1,221 "

Number of schools served: 1982-83:
grade 3 - 56 schools
grade 6 - 53 "
grade 9 - 5 "
grade 11 - 4 "

Evaluation reports available: Project Termination Report, August 1981.
Descriptive materials available: Slide/tape presentation - an overview of the program, brochures, price list.

For further information, contact: Ruth Wernersbach, Director, Elementary Education
CPS, 230 E. Ninth St., Cinti, OH 45202

MICHIGAN: Detroit Public Schools
5057 Woodward Avenue
Detroit, MI 48202

TITLE OF PROGRAM: Project Follow Through

Brief description: The Detroit Follow Through Project works to sustain and increase in the primary grades the educational gains made by children from low-income families who have had a Head Start experience, and to offer an innovative program for those children who have not. The Detroit Program is self-sponsored (the Detroit Model) and uses a diagnostic/prescriptive approach to individualizing curriculum. Special enrichment in small groups is provided for the child with learning difficulties and for the child who is progressing at a superior rate. The project endeavors to satisfy the instructional physical, and psycho-social needs of these children through a program of comprehensive services and parent-participation activities. Besides the instructional component, the supportive services include: health care, preventive health education, social services, and guidance and psychological services (staff development, testing and referral, work with parents, etc.).

Program Staff: Director, Teacher Coordinator, Social Worker, Psychologists, Nurse, Enrichment Teacher, 12 Paraprofessionals, Secretary, Clerical Aide

Project Follow Through

Scope: The Detroit Follow Through Project was initiated in 1967-68, and now operates eight classrooms in two schools for kindergarten through grade three, with approximately 100 children in each grade.

Number of individuals served: 405

Number of schools served: 2

Evaluation materials available: Follow Through Evaluation, Detroit Public Schools, November, 1982

Descriptive materials available: The Learning Trio (A Parent Handbook)

For further information, contact:
Charmaine Johnson
Project Follow Through
Stevenson Building, Room 301
10100 Grand River
Detroit, MI 48204
(313) 931-4460

MICHIGAN: Detroit Public Schools
5057 Woodward Avenue
Detroit, MI 48202

TITLE OF PROGRAM: Project Head Start

Brief description: Head Start is a comprehensive child-development program designed to give preschool children of poverty the services and experiences they need to help them develop as healthy, happy, and competent individuals. The 1983-84 Detroit Public Schools Full Year Head Start Project represents nineteen consecutive years of local efforts to extend a program of early child development dealing comprehensively with the needs of young children in a context of community involvement and parent participation. Each Head Start class contains approximately 20 children, between three and five years of age, for four three-hour sessions each week. During that time, a teaching team (a teacher, two paraprofessionals, and volunteer) implements a comprehensive curriculum designed to meet each child's educational, socio-emotional, and physical needs. This is accomplished, first, through a custom-designed instructional system employing materials, strategies, and activities related to categories of sequenced goals and objectives in perceptual and organizing skills, mathematical skills and scientific inquiry, language skills and social concepts, music and movement improvisations, art and drama experiences, learning abilities, and physical skills. Secondly, a cadre of special services are made available to each teaching team, and to each child and his/her family: social services; health services (dental, medical, mental); and parent involvement, career development, nutrition, and bilingual/bicultural services.

Program staff: Director, 26 central program staff, 156 other staff

Scope: Project Head Start has served low-income preschool children and their families in the Detroit Public School area since 1965.

Number of individuals served: 1800

Number of schools served: 46

Evaluation materials available: Evaluation of the Detroit Public Schools Head Start Program, 1981-82

Descriptive materials available: Booklet; "Project Head Start;" 20-minute, 16 mm, sound/color film: "Head Start: A Good Beginning Has No End:"

For further information, write:

Rosalind Braden
Project Head Start
Room 206, Stevenson Building
10100 Grand River
Detroit, MI 48204
(313)931-5470

MICHIGAN: Michigan Department of Education
Box 30008
Lansing, Michigan 48909

TITLE OF PROGRAM: Secondary Content Area Reading

Brief description: These materials present the reading objectives for ninth grade with samples of test items and examples from three different content areas (social studies, science and literature). There is then a step-by-step procedure for teaching the objectives in the content area and a variety of activities to reinforce the skill. Structured overviews and directed and guided reading activities are described in detail. The appendices are rich with information that the non-reading teacher needs to adequately teach the reading objectives.

Copies are available from the State Department of Education.

For further information, contact: Elaine Weber
Michigan Department of Education
Box 30008
Lansing, Michigan 48909

MISSOURI: School District of Kansas City, Missouri
Board of Education Building
1211 McGee
Kansas City, MO 64106

TITLE OF PROGRAM: SWAS (School Within A School) Project

Brief description: The School Within a School Project is an organizational strategy designed to let low achieving high school students work with specially trained teachers in order to improve their basic skills. Reading instruction in the content areas is the major instructional effort. The original model for the SWAS project is designed after the FOCUS program developed and implemented at Paseo High School. The model provides for 4 staff members, 1 each in English, Math, Social Studies and Science serving 100-120 students, with a maximum class size of 25 students. Participating teachers are provided specialized staff development training. One of the 4 staff persons acts as the coordinator with some released time.

Program staff: Recommended: 4 specially trained basic content area teachers; 1 teacher serving as coordinator. Will vary by school.

Scope: The FOCUS program began at Paseo High School in 1981-82. The program continued at Paseo during 1982-83 and was considered successful, although modifications were recommended for 1983-84. The FOCUS model has been adopted and is being implemented in adaptive form as SWAS in 4 additional high schools in 1983-84. Staff training was provided during summer of 1983. The 1983-84 FOCUS (SWAS) program at Paseo will involve 90 low-achieving ninth graders.

SWAS (School Within a School) Project

Number of individuals served: Approximately 550 students in grades 9-12

Number of schools served: 5 senior high schools; Paseo, Central, Northeast, Southwest and Westport

Evaluation reports available: Formative and summative evaluation data will be gathered during 1983-84 school year and results will be available in July, 1984.

Descriptive materials available: Descriptive materials are available.

For further information write: Willie Giles
Director of Secondary Operations
School District of Kansas City, Missouri
1211 McGee
Kansas City, MO 64106
(816)221-7565

KENTUCKY: Jefferson County Public Schools
3332 Newburg Road
Louisville, KY 40218

TITLE OF PROGRAM: SUCCESS

Brief description: SUCCESS is a language arts program implemented by approximately sixty teachers in twelve elementary schools in Jefferson County. The program functions as part of the county-wide Specify Expectations in Reading (SER) Program for elementary schools. Instead of working with traditional reading groups, the teacher works with the whole class and with each child individually during several lessons each day.

Children in the SUCCESS Program write their own sentences, paragraphs, lists, stories, and letters every day, placing their writing in files so that they and their parents can see the day-by-day progress made.

The SUCCESS Program provides for a thirty-minute period each day for children to read books of their own choosing while the teacher holds individual reading conferences.

SUCCESS classrooms contain newspapers, magazines, encyclopedias, maps, and a variety of textbooks. Students consult these resources to locate needed information and are taught to use all of the sources of printed information that will be available to them as adults.

SUCCESS

Staff: Regular classroom teachers assisted by 1 language arts specialist

Scope: A pilot project involving 5 teachers in each of 12 elementary schools

For further information, write:

Janet Schneider
Language Arts Pilot Program
SUCCESS Resource Teacher
Jefferson County Public Schools
3332 Newburg Road
Louisville, KY 40218

MISSOURI: School District of Kansas City, Missouri
Board of Education Building
1211 McGee
Kansas City, MO 64106

TITLE OF PROGRAM: Swinney/Volker Community Oriented Magnet School

Brief description: The Elementary Community Oriented Magnet School is comprised of 2 elementary schools: Swinney, grades 1-4 and Volker, grades 5-6. Both schools have kindergartens and a variety of special education rooms. The program was designed to improve student attitudes toward school and math, reading, and science achievement. The main feature of this program is the lab concept. A lab consists of a series of 1½ to 2 hour sessions focusing on a single topic. Topics have covered a broad spectrum. Each student selects 5 different 4-week labs throughout the school year. Teachers receive one-half day for planning prior to each lab session. Labs meet 3 afternoons each week. Field trips, speakers, or special activities are part of most all labs.

Program staff: 22 classroom teachers, 2 instructional facilitators, and 1 community coordinator.

Scope: The program was implemented with ESAA funds in 1978-79 and has been in place with some modifications since then. The district presently funds the program. No replication of the program has taken place.

Number of individuals served: Approximately 550 students in grades 1-6

Number of schools served: 2 elementary schools

Evaluation reports available: Annual evaluation reports since 1978-79

Descriptive materials available: Descriptive materials contained in the evaluation reports

Swinney/Volker Community Oriented Magnet School

For further information, write:

William T. Pink
Program Evaluator
School District of Kansas City, Missouri
1211 McGee
Kansas City, MO 64106
(816)221=7565

NEBRASKA: Omaha Public Schools
3902 Davenport Street
Omaha, NB 68131

TITLE OF PROGRAM: TOPS (Teaching Orbit Performance Skills)

Brief description: TOPS is an instructional program designed to help students master objectives in language arts and mathematics. Students are administered diagnostic tests to ascertain strengths and weaknesses, instructional plans are devised, instruction is given, and mastery of objectives is verified. The materials devised for use with this program include student lessons for remediation and/or enrichment.

Program staff: A program coordinator and school staff

Scope: The program is citywide for the 1981-82 school year. It was piloted during 1980-81.

Number of individuals served: 6200 students in grades 7-8

Number of schools served: 11 schools

Evaluation reports available: Yes

Descriptive materials available: Instructional Reserach Report #1980-1
Teaching ORBIT Performance Skills

For further information, contact: Paul J. Malcolm, Staff Assistant
Instructional Research and Testing
Omaha Public Schools
4469 Farnam Street
Omaha, NB 68131
(402) 554-6258

MICHIGAN: Michigan Department of Education
Box 30008
Lansing, Michigan 48909

TITLE OF PROGRAM: Two-Way Street: Reading to Write/Writing to Read

Brief description: This booklet was written by a group of Michigan teachers who advocate the use of children's literature to generate writing in the elementary classroom. Each page contains an annotated bibliography of children's literature with classroom suggestions for the teacher.

The booklet may be obtained for $3.50 plus $.65 postage from: Michigan Council of Teachers of English, P.O. Box 892, Rochester, MI 48063.

Judy Hood, Language Arts Specialist in the Department of Education, presents workshops to encourage use of the booklet upon request.

For further information, contact: Judy Hood
Michigan Department of Education
Box 30008
Lansing, MI 48909
(517) 373-2893

IOWA: Des Moines Public Schools
1800 Grand Avenue
Des Moines, IA 50307

TITLE OF PROGRAM: Writing Center

Brief description: The Writing Center in Douglas Elementary School provides students in grades 1-5 with additional activities and individualized instruction in writing skills. Volunteers are trained in the writing process by teachers and/or professional writing instructors. These volunteers work with students on regular classroom writing activities or enrichment activities developed by the volunteers. The Writing Center is centrally located in the school media and operates two days per week. Volunteers work in pairs for two hours per week. Teachers have scheduled times to send 2-5 students to the center. The project has assisted teachers in improving the writing skills of students besides motivating students with special individualized attention.

Number of individuals served: 450 students, grades 1-5

Number of schools served: 1

Evaluation reports available: Formal evaluation data will be available at the end of the second year of the project, June 1984.

Descriptive materials available:
1) Training materials for volunteers
2) Motivational Writing Activities
3) Commercial Materials

For further information, contact:
Helen Oliver, Program Facilitator and Principal
Douglas Elementary School
3800 E. Douglas Ave.
Des Moines, Iowa 50317

IOWA: Des Moines Public Schools
1800 Grand Avenue
Des Moines, IA 50307

TITLE OF PROGRAM: The Writing Process in the Classroom

Brief description: How to use the writing process based upon the Bay Area Model has been demonstrated through participatory workshops for teachers K-12. This has been accomplished via half day sessions for teachers K - 8 during which teachers learned by doing the prewriting, writing, sharing, and rewriting processes while keeping in mind that the purpose and audience gave shape to their final draft. In addition to these workshops, a cadre of teachers who had completed the Heartland-Des Moines-Drake Writers Project, a graduate level 3-4 semester hour course with English credit, conducted interdisciplinary workshops in each of our high schools. Many administrators have attended some of these training sessions and a more intense one is planned for all elementary school principals. Course objective K - 11 have been rewritten to emphasize composition and the implementation of the writing process at all grade levels. Staff development courses are offered by the District for primary teachers and higher level grade and senior high teachers within other content areas.

Program staff: Supervisor, resource teachers, other curriculum department personnel.

Scope: The program is citywide and has been operative for three years. The Heartland-Des Moines-Drake Writers Project has been offered five times.

Number of individuals served: Approximately 600

The Writing Process in the Classroom

Number of schools served: 60

Evaluation reports available: Related to but not directly resulting from the emphasis on teaching the writing process is The Assessment of Composition Skills, which is a report of the results of the second phase of a three-phase assessment of ninth grade writing and tenth grade writing to measure growth over a 16 month instructional period.

Descriptive materials available: None directly

For further information, conta[illegible] Susan J. Donielson, Curriculum Director
Des Moines Public Schools
1800 Grand Avenue
Des Moines, Iowa 50307

OHIO: Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, Ohio 45202

TITLE OF PROGRAM: The Writing Project, Grades K-12: An Inservice Program for Improving Composition Instruction in English/Language Arts Classes

Brief description: This inservice program is designed to provide process writing workshops during which teachers review current writing theory and research, engage in personal writing and develop and share a variety of writing activities. Teachers who participate in the writing workshops will be able to translate their newly acquired knowledge into effective strategies for teaching writing. The inservice package consists of 14 content modules, two sound/slide presentations, a Handbook for Assessing Student Writing and a Trainer's Guide.

Scope: The sequence of the content modules, suitable for both self and group instruction, reflects the sequence of the writing workshops with the first four modules focusing on the teacher as a writer and the remaining modules on the teacher as a writing teacher. The training modules also include model instructional materials and writing activities which can be used in the classroom or can serve as models for teachers in creating their own instructional strategies. The materials may be adapted for teachers in different content areas.

Number of individuals served: 1981-82, 16 teachers; 1982-83, 105 teachers

Number of schools served: 1981-82, 7 schools; 1983-84, 22 schools

Evaluation reports available: Project Termination Report, 1982. Workshop Evaluations, 1982-83

The Writing Project, Grades K-12: An Inservice Program for Improving Composition Instruction in English/Language Arts Classes

Descriptive materials available: Slide/tape presentation, brochure, price list

For further information, contact:
Dr. Patricia Rice
Resource, Planning and Development Branch
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

SECTION 9: RESEARCH/EVALUATION/TESTING/DISSEMINATION

Assessment of Basic Curriculum Skills (ABCS) (Detroit) 9-3
City-Wide Testing Program Bulleting No. 1, 1984-85 (Cleveland) 9-5
R and A Insights (Cleveland) 9-7
Regional Services Program (McREL) 9-9

MICHIGAN: Detroit Public Schools
5057 Woodward Avenue
Detroit, Michigan 48202

TITLE OF PROGRAM: Assessment of Basic Curriculum Skills (ABCS)

Brief description: The assessment of Basic Curriculum Skills (ABCS) program is a criterion-referenced assessment/instructional program designed to measure student achievement in reading, writing and mathematics in the Primary Unit through Grade 8. Research and Curriculum staffs working together have identified an average of nine important, broad-based, measurable competencies per grade for reading and mathematics, and five per grade for writing, to serve as the foundation of this assessment program. Overview statements describing each competency and its measurement strategy have been written. The compentencies and overview statements were used to develop test specifications which describe the scope and format of each item.

Over 150 teachers, supervisors and adminstrators were involved in constructing test items for each competency in reading, writing and mathematics identified for Primary Unit through Grade 8. Careful thought and attention have been given to the proper grade placement of each competency. Scope-and Sequence Charts have been developed to illustrate the instructional flow for each skill area.

Assessment of Basic Curriculum Skills (ABCS)

The Assessment of Basic Skills testing program assesses essential skills in reading, writing, and mathematics to help insure mastery of grade level competencies by each student. Test results for each child and grade provide direction for strengthening the instructional program for children by stimulating the development and revision of materials which are articulated with objectives measured by the ABCS.

Scope: During the 1982-83 school year, the ABCS was administered to each student in PI through Grade 5. Field testing of the ABCS test items in reading, writing, and mathematics was accomplished in Grades 6-8 using a randomly selected sample of students.

Number of Individuals served: Grades 1-5, 79,329 students
Grades 6-8, 47,670 students

Number of Schools served: 177 Elementary Schools, 57 Middle Schools

Evaluation reports available: Results of ABCS tests in PI-Grade 5

Descriptive materials available: Detroit's Assessment of Basic Curriculum Skills (Information Packet)

A Guide for Understanding ABCS

An Overview of Detroit's Assessment of Basic Curriculum Skills

Detroit's Assessment of Basic Curriculum Skills Test Specifications Primary I-Grade 5

For further information, contact: Sharon J. Lewis
Detroit Public Schools
Schools Center Building Annex
5057 Woodward Avenue
Detroit, Michigan 48202

OHIO: Cleveland Public Schools
1380 East Sixth Street
Cleveland, Ohio 44114

TITLE OF DOCUMENT: City-Wide Testing Program Bulletin No. 1, 1984-85

Brief description: Bulletin No. 1 provides district staff with a comprehensive guide to the standardized testing program conducted by the school system. Besides presenting the city-wide testing schedule for the current school year, this 75-page document describes procedures used in operating the testing program, responsibilities of district staff, characteristics of non-discriminatory testing development and use, and the measurement of testing program effectiveness. Further topics geared to assisting district staff include summaries of 1982-83 reading and mathematics test results, tips on improving student test-taking skills, diagnostic use of test results, use of stanine, a glossary of measurement terms, and a collection of sample report forms used in the testing program.

Copies are available from the School district and from McREL.

For further information, contact: Dr. Marian Kilbane-Flash
1380 East Sixth Street
Cleveland, Ohio 44114
(216)574-8538

OHIO: Cleveland Public Schools
1388 East Sixth Street
Cleveland, Ohio 44114

TITLE OF DOCUMENT: R and A Insights

Brief Description: This newsletter, produced by the Department of Research and Analysis, was developed for internal use. It strives to inform staff members about the activities/services of the department and to keep them apprised of significant developments in local and national research that have urban school implications.

Copy is available from McREL.

For further information, contact: Mr. John Corrigan
1388 East Sixth Street
Cleveland, Ohio 44114
(216)574-8544

McREL: An Educational Laboratory
4709 Belleview Avenue
Kansas City, MO 64112

TITLE OF PROGRAM: Regional Service Program

Brief description: This program provides a variety of services to state-level groups such as state education agencies, professional associations, and higher education consortia. Services include:

- Dissemination of research information,
- Technical assistance in designing and conducting activities that result in state-wide school improvement,
- Presentations and other support to state-wide conferences and conventions,
- State-sponsored research studies and evaluations,
- State-sponsored training and other technical assistance to schools.

These services are provided in collaboration with other Regional Laboratories and Research and Development Centers. Under NIE sponsorship this collaborative effort operates as a national "R&D Exchange" designed to provide people in McREL's region with relevant, timely information about research and development activities across the nation.

For further information, contact: Susan Everson
McREL
2600 S. Parker Road
Building #5, Suite 353
Aurora, Colorado 80014

SECTION 10: STAFF DEVELOPMENT: TEACHERS AND ADMINISTRATORS

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ILLINOIS: Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777

TITLE OF PROGRAM: Alcohol/Drug Planning Seminar

Brief description: The alcohol/drug planning seminar is a two-day meeting wherein a team from each school district is invited to attend for the purposes of:

1) learning a team approach for district planning in the area of alcohol/drug prevention;
2) developing a framework of a plan which includes a comprehensive approach to curriculum, policy, student involvement, and school/community involvement;
3) and identifying resources for use in implementing the plan developed by the team.

To participate in the seminar, a district must send a team composed of an administrator, school board member, community member, several teachers (representing different grade levels), and a student.

The two days will be spent in large group meetings to receive information and in small team meetings developing a plan for their district.

Program staff required: The six members of the Responsibility Education Cluster with the Program Planning and Development Section of the Illinois State Board of Education has the task of organizing, executing, and following up on these seminars.

Scope: This seminar is available to all school districts in the state that have not yet attended. This program has been in operation for three years and deals directly with the districts.

Number of individuals served: Approximately 1,400 people have served on the teams attending the seminars in the past three years.

Number of schools served: In the past three years, 224 school districts have been through the seminar process.

Evaluation reports available: Narrative evaluations were completed by each participant at the end of the seminar. Some of those are available.

Descriptive materials available: A three-page explanation including an incidence map is available.

For further information, contact: Mary Jo Leeds
Illinois State Board of Education
100 North First Street
Springfield, IL 62777

MISSOURI: Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

TITLE OF DOCUMENT: Coping With Stress

Brief description: This 3/4" videotape is a training tool that illustrates and explains various components of stress and related problems. It is an excellent inservice aid to assist educators and professionals to handle stress.

It was produced in 1981 in color and copies are available for loan or duplication.

For further information, contact: Albert L. Walker
Assistant Commissioner
Dept. of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

OHIO: Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

TITLE OF PROGRAM: Effective Teaching Strategies and Student Achievement

Brief description: This project was funded for one year by ESEA Title IV-C. It is a modular inservice program for teachers, grades 1-9, designed to renew and enhance teachers' knowledge of specific strategies and develop their skills in the application of these strategies. The strategies relate to the following five topices: 1) reinforcement techniques; 2) opportunities for success; 3) motivation; 4) memory development; 5) time on task.

Staff: Trainer/facilitator and teachers

Scope: This project is being made available to all teachers district-wide through the Professional Growth Institute.

Number of individuals served: 1981-82, 14 teachers

Number of schools served: 13 schools

Evaluation reports available: Project Termination Report, September 1982

Descriptive materials available: Brochure, price list

For further information, contact: Zulfiquar Ahmad
Resource Planning and Development Branch
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, OH 45202

NEBRASKA: Omaha Public Schools
3902 Davenport Street
Omaha, NB 68131

TITLE OF PROGRAM: Formulas for Successful Conflict/Crisis Intervention and Management

Brief description: This inservice program is designed to train administrators, teachers and counselors in the development of plans, tactics and strategies for the prevention, detection and neutralization of emergencies, conflict and crisis situations (either human caused or natural) that may occur either in an urban, suburban or rural classroom or school.

Program staff: Data collector and instructor

Scope: The program has been in effect since the 1978-79 school year. It is regularly updated and ongoing citywide. It serves school administrators, counselors, teachers, and non-certified staff.

Number of individuals served: All school-related personnel

Number of schools served: All schools

Evaluation reports available: None at present

Descriptive materials available: Yes

For further information, write: Don R. Benning, Assistant Superintendent
Human-Community Relations
3902 Davenport Street
Omaha, NB 68131
(402) 554-6248

OHIO: Columbus Public Schools
270 East State Street
Columbus, OH 43215

TITLE OF PROGRAM: Instructional Aide Program

Brief description: The general purpose of this program is to train aides to work efficiently and effectively, utilizing developed methods and materials, with underachieving students especially in the areas of reading and language arts. The program provides a trained three and one-half hour instructional aide for reach eligible kindergarten section and each eligible first grade classroom. The instructional aide works in the classroom with the classroom teacher as a member of an instructional team. Each instructional aide is provided with carefully planned intensive training sessions and supplied with a locally developed Instructional Aide Resourse Guide because the more tools and skills the aide brings to the classroom, the more valuable s/he becomes as a team member. The aide provides effective follow-up, reinforcement, and extension of skills activities for identified students. The ultimate goal of the program is to increase the number of students who show success in reading and language arts by the end of the school year.

Program staff: 1 supervisor and 2 program coordinators; 266 kindergarten and first grade teachers and 266 instructional aides in teams

Scope: The program has been operating successfully since 1979 and serves presently 205 first grade classrooms and 98 sections of kindergarten.

Number of individuals served: Approximately 3924 underachieving students daily, and up to approximately 9800 students occasionally.

Instructional Aide Program

Number of schools served: 61 elementary schools

Evaluation reports available: For each of the four years the program has been in operation

Descriptive materials available: A pamphlet, "Instructional Aide Program," Columbus Public Schools

"The Instructional Aide Resource Guide and Handbook" for kindergarten teachers and aides

"The Instructional Aide Resource Guide and Handbook" for first grade teachers and aides

For further information, contact: Klaus Herrmann, Supervisor
Department of Federal and State Programs
873 Walcutt Avenue
Columbus, OH 43219
(614) 252-4904

MISSOURI: School District of Kansas City, Missouri
Board of Education Building
1211 McGee
Kansas City, MO 64106

TITLE OF PROGRAM: Instructional Assistants Project

Brief description: The Instructional Assistants Project is being implemented in September, 1983. It is an effort by the school district to provide additional on-site instructional support to schools. It is anticipated that the instructional assistants will provide the support needed in the schools to enable them to reach the instructional goals of the district's five year Strategic Plan.

Instructional assistants will work collaboratively with school staff to accomplish the instructional goals and objectives identified in their school action plan. Instructional leadership functions will be planned and implemented by the principal and instructional assistants. The instructional assistant's job responsibilities are well defined and they are provided indepth pre-service and in-service training.

When fully staffed in November, 1983, each elementary school with up to 500 students will have one instructional assistant. Schools with enrollments between 500 and 600 will have 1½ instructional assistants. Elementary schools with over 600 students will have two instructional assistants. Similar instructional support for the junior and senior high schools is being planned.

Program staff: 65 elementary instructional assistants

Instructional Assistants Project

Scope: The project is being implemented in September, 1983 and all 50 elementary schools will be fully staffed by December, 1983.

Number of individuals served: 20,000 elementary students

Number of schools served: 50 elementary schools

Evaluation reports available: The project will be evaluated.

Descriptive materials available: From project director

For further information, write:
David Wallace
School District of Kansas City, Missouri
1211 McGee
Kansas City, MO 64106
(816)221-7565

OHIO: Cleveland Public Schools
1380 East Sixth Street
Cleveland, Ohio 44114

TITLE OF DOCUMENT: Jennings Foundation Teacher Grant Assistance

Brief description: This five-page document details the steps teachers must take to win an award from the Jennings Foundation, offering grants up to $3,000 to teachers for projects that demonstrate innovative teaching techniques, encourage student creativity/achievement, or increase student motivation.

Copies are available from McREL.

For further information, contact:
Mr. John Corrigan
1380 East Sixth Street
Cleveland, Ohio 44114
(216)574-8544

NEBRASKA: Omaha Public Schools
4469 Farnam Street
Omaha, Nebraska 68131

TITLE OF DOCUMENT: Leadership Appraisal Handbook

Brief description: The Omaha Public Schools staff initiated a new Leadership Appraisal process encompassing assessment, appraisal and staff development. Job descriptions were written by staff and a writing team developed a Building Improvement Plan, Leadership Appraisers Visitation Record, Progress Reports (Implementation Reports) and Appraisal Form. Training sessions for the appraisers and appraisees are planned for the fall of 1983.

Copies available upon request from McREL.

For further information, contact: Dr. Margaret Fitch
Assistant Superintendent
Curriculum and Staff Development
Omaha Public Schools
4469 Farnam Street
Omaha, Nebraska 68131

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MISSOURI: Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

TITLE OF DOCUMENT: Leadership Styles

Brief description: This 3/4 color videotape was recorded during the 1982 August Administrators Conference held in Jefferson City, Missouri. It should be of special interest to educational administrators reviewing leadership styles. It is an excellent training tape for new administrators.

Copies are available for loan or duplication.

For further information, contact: Albert L. Walker
Assistant Commissioner
Dept. of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

MISSOURI: Department of Elementary and Secondary Education
P. O. Box 480
Jefferson City, MO 65102

TITLE OF PROGRAM: Madeline Hunter Model for Teacher Decision-Making

Brief description: Assistance is provided to school districts in understanding and using the Madeline Hunter Model for effective teaching. The model provides a framework for decision-making and implementing change to promote more effective instruction. The essential ingredients of this model (lesson design, content, motivation, reinforcement, transfer, and sponge activities) and tools to help improve teaching (supervision and teacher-conferencing) are examined.

Services in this area are available to administrators and teachers in school districts throughout the state of Missouri, particularly the urban areas.

For further information, contact:
Mrs. Joan Solomon
Director of Urban Education
Dept. of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

MICHIGAN: Detroit Public Schools
5057 Woodward Avenue
Detroit, MI 48202

TITLE OF PROGRAM: Management Academy

Brief description: The Management Academy is a management development facility designed to enhance, refine and develop leadership skills of administrators and supervisors. In addition, sessions are developed for those who aspire to more challenging leadership positions. The staff is assisted by other Detroit Public School administrators with demonstrated expertise in topical areas and outside consultants from business, industry, colleges, universities and other school districts. The Academy has five major components: Required, Elective, Request, Critical Issues and Institutional Development.

Program Staff: Executive Director, Management Training Specialists (2), Support Personnel

Scope: The Academy is in its second year of a 4-year plan of action, however, modifications and revisions are made as necessary. As individuals, units or topics of concern are identified, through region superintendents, division heads or by way of feedback from administrators involved in the day-to-day decision making processes, the Academy endeavors to meet the needs expressed.

Number of individuals served: All administrators and supervisors within the Detroit Public Schools system are served by the Academy. During the preceding school year, administrators and supervisors made over 4,700 visits to the Academy; over 95% rated sessions from good to excellent.

Number of schools served: 277

Management Academy

Evaluation reports available: Reports available on request.

Descriptive materials available: Management Academy brochure, Program of Management Development Seminars, 1981-82 - (Published every year), A pictorial booklet will be available during the 1981-82 school year.

For further information, contact:
Florence Hill,
Detroit Public Schools
404 Schools Center
5057 Woodward Avenue
Detroit, Michigan 48202
(313)494-1810

OHIO: Columbus Public Schools
270 East State Street
Columbus, OH 43215

TITLE OF PROGRAM: Middle School Administrators' Leadership Program

Brief Description: Fifteen middle school administrators met ten times during the school year to receive training in instructional leadership and effective personnel management practices. The inservice meetings were conducted by Staff Development/Human Relations from 1:00-6:00 p.m. on each of 10 days with meal provided.

Program staff: 1. Administrator from the Division of Administration
2. Administrator from the Office of Staff Development

Scope: Districtwide; operation one year; served principals of middle schools.

Number of individuals served: 15

Number of schools served: 15

Evaluation reports available: Yes

Descriptive materials available: Design sheets identify the goals and objectives developed by participants for each worksession

For further information, contact: Maxine Smith (276-6361)
Will Anderson (225-2646)
Columbus Public Schools
270 E. State St.
Columbus, OH 43215

OHIO: Ohio Department of Education
65 South Front Street
Columbus, OH 43215

TITLE OF PROGRAM: Ohio Academy for School Improvement Strategies (OASIS)

Brief description: The Academy is designed to provide technical training and a spectrum of practical strategies for building administrators interested in implementing factors of effective schools/school improvement programs at the building level. The Academy was divided into three separate strands: an advanced group, a secondary level initial and an elementary level initial group.

The advance group concentrated on reviewing techniques and strategies for continuation of the effective schools/school improvement program in their building. The secondary level initial and the elementary level initial groups concentrated in the areas of interpreting and evaluating developed/conducted needs assessment; and designing strategies to address effective schools/school improvement objectives at their respective level.

The week-long Academy was held during the summers of 1982 and 1983.

Program staff: Director and School Improvement Section Staff

Number of school districts served: 40 school districts; 165 central office staff and building level principals from school districts in the State of Ohio

Ohio Academy for School Improvement Strategies (OASIS)

Descriptive material available: The Ohio Academy for School Improvement Strategies Proceedings of a Conference Held on August 2-6, 1982 at the Ohio State University, Columbus, Ohio.

The Ohio Academy for School Improvement Strategies - Proceedings of a Conference Held on August 8-12, 1983 at Capital University, Columbus, Ohio.

For further information, contact:
Ms. Hazel P. Flowers, Director
Division of Equal Educational Opportunities
65 South Front Street - Room 416
Columbus, Ohio 43215

NEBRASKA: Omaha Public Schools
4469 Farnam Street
Omaha, Nebraska 68131

TITLE OF DOCUMENT: The Staff Development Notebook

Brief description: The Omaha Public Schools developed a comprehensive Staff Development Program establishing relationships with post secondary education, State Department of Education, business/industry, professional organizations, public agencies and other school districts. A computer software package will complement the program.

Copies available upon request from McREL.

For further information contact: Dr. Margaret Fitch, Assistant Superintendent
Curriculum and Staff Development
Omaha Public Schools
4469 Farnam Street
Omaha, Nebraska 68131

MISSOURI: Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

TITLE OF DOCUMENT: Standards and Procedures for Approval of Teacher Education Programs in Missouri

Brief description: This document sets the standards for approving Missouri's teacher education programs. Institutions preparing teachers must have their programs approved following these guidelines.

It was produced in 1981. Limited copies are available for loan or duplication.

For further information, contact:
Albert L. Walker
Assistant Commissioner
Dept. of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

MICHIGAN: Detroit Public Schools
5057 Woodward Avenue
Detroit, MI 48202

TITLE OF PROGRAM: Teacher Expectations and Student Achievement (TESA)

Brief description: TESA is an inservice training program for teachers of all subjects, grades K-12. The program is based on research showing that teacher interactions with students they perceive as "low achievers" are less supportive and less motivating than interactions normally practiced with students they perceive as "high achievers". Teachers are trained to use an interaction model involving specific supportive and motivating techniques with all students in a non-discriminatory manner, the intended result of which is the accelerated academic growth of the "perceived lows". The interaction model, which includes fifteen techniques, is presented in segments during a series of five workshops held approximately one month apart. Each workshop covers:

review of literature and research,
demonstration of techniques,
group interaction, and
role playing.

Program staff: Director, 2 central training coordinators, 8 region training coordinators.

Scope: A pilot project that started in the 1979-80 school year was initiated by the Department of Staff Development and Teacher Training on a district wide basis. During 1980-81, each region coordinated its own inservice sessions, conducted by Region Training Coordinators who received the training in late summer, 1980 from TESA Staff Trainers of the Los Angeles County Schools Office. The project is currently becoming institutionalized through conscious efforts to spread the model at all levels.

Number of individuals served: Approximately 350 teachers were trained during the first two years of the project.

Number of schools served: Teachers from all elementary, middle and high schools may participate. The training is available to all schools which have funds to support the training model.

Evaluation reports available: ESAA Inservice Component Project Evaluation: 1979-80, 1980-81

Descriptive materials available: Program Statement of the Detroit Public Schools
TESA Brochure: Office of the Los Angeles County Superintendent of Schools
Phi Delta Kappan: June 1979, Vol. 60, #10; September 1981, Vol. 63, #1.

For further information, contact:
Helen Hart
Detroit Public Schools Management Academy
6501 W. Outer Drive
Detroit, Michigan 48235
(313) 345-4510

KENTUCKY: Jefferson County Public Schools
3332 Newburg Rd.
Louisville, Kentucky 40218

Title of Program: Teaching/Learning--Clinical Supervision Program

Brief description: The Teaching/Learning--Clinical Supervision Program provides teachers and school administrators with three 18-hour training sessions focusing on understanding and using teaching and supervision strategies (Hunter model), based on learning theory and research. The program provides strategies for both decision-making in teaching and a "coaching" approach for supervision. Teaching/Learning strategies address lesson design, behavioral objectives, identification of critical attributes of learnings, transfer of learning, motivation, reinforcement and other aspects of efficient teaching. Clinical Supervision is explored in-depth as a promising approach to improving classroom instruction and communication related to it.

Scope: All K-12 teachers, local school and other district instructional administrators.

For further information, contact: Ms. Beverly Jones
Director of Inservice Education
Jefferson County Public Schools
3332 Newburg Road
Louisville, KY 40218

OHIO: Columbus Public Schools
270 East State Street
Columbus, OH 43215

TITLE OF PROGRAM: The Total School Reading Program

Brief Description: This program is a system-wide effort to help elementary principals become instructional leaders and involve their staffs in revitalizing and improving their school's reading program. The project was initiated in August, 1981, when all elementary principals participated in a workshop which delineated and addressed the components of a total school reading program, namely: developing the school's reading philosophy, organizing the reading program, determining the reading curriculum materials, and monitoring the classroom and building reading program. Using this information, principals were required to use a process which involves their staffs in working through each component and arriving at a reading program appropriate for their students. Follow-up inservice meetings have been held on a continuing basis to assist principals in the continuation, maintenance and extension of this program. The end result is a written description of the school reading program, a copy of which is given to each teacher. This information is also available to new teachers and parents. The project helped to unify classroom reading programs within a building. Teachers are better able to recognize their classroom efforts as part of a total school effort to improve the reading achievement of students.

The Total School Reading Program

Program staff: Principal and staff and the active involvement and support of the area executive directors and reading department personnel

Scope: All elementary schools have been involved in the project for two years. The Division of Elementary Schools requires review and revision of the Total School Reading Program each year with emphasis on the principal monitoring individual student achievement with an eye for proper placement and pacing.

Number of schools served: 82 elementary schools

Individuals served: Approximately 31,848 students and 1217 staff

Evaluation reports available: Yes

Descriptive materials available:

- Discussion questions to be used with a staff that relate to each of the components of the Total School Reading Program
- Materials to assist a staff in developing a reading curriculum
- Information on grouping students for reading
- Information and forms on monitoring the classroom and building reading program
- An article entitled, "A Process to Revitalize the School Reading Program," by Douglas P. Barnard, Mesa Public Schools, Mesa, Arizona

For further information, contact:

Shirley J. Mann, Director of Reading
Alum Crest Instructional Center
2200 Winslow Drive
Columbus, OH 43207

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OHIO: Columbus Public Schools
270 East State Street
Columbus, OH 43215

TITLE OF PROGRAM: Adopt-A-School

Brief Description: The Adopt-A-School program builds upon a longstanding partnership of cooperation and interaction between the Columbus community and the Columbus Public Schools. Examples of this involvement include: the Battelle Youth Science Program at Fort Hayes Career Center; the Bell Labs Program at Champion, Mifflin and Monroe Middle Schools: the Junior Achievement Program, including Project Business; and the support given to the vocational programs in the four career centers and all high schools through donations of time, service on advisory committees, equipment, supplies, and job placement of students by Columbus' businesses and industries. Adopt-A-School is designed to operate as follows: (1) identification of needs at the school level, (2) identification and recruitment of appropriate community resources to meet the school's needs, (3) bringing the two prospective partners together to develop a mutually compatible plan to meet the need, and (4) permitting the partners to develop a relationship which requires only the availability of technical assistance from the staff coordinator. At present, sixteen schools have been "adopted" by twenty-three adopters, including businesses, civic organizations, a PTA unit, individuals, and a community house. Additional adoptions are under consideration by various organizations and businesses.

Adopt-A-School

Program Staff: One staff coordinator, employed by the school system.

Scope: The program was launched in April, 1982, when the Adopt-A-School Task Force first met. Six pilot schools were chosen from 106 applicants for the 1982-83 school year. Additional adoptions have brought the total to 16 schools.

Number of schools served: Sixteen at present through the Adopt-A-School program, but an undetermined number profit from previously existing linkages. All 129 district schools are eligible to participate in the program.

Evaluation reports available: None currently available

Descriptive materials available: Program brochure

For further information, contact:

Louise Hopkins, Staff Coordinator
Adopt-A-School
Communications Department
Columbus Public Schools
270 East State Street
Columbus, OH 43215
(614) 225-2814

TENNESSEE: Memphis City Schools
2597 Avery Avenue
Memphis, TN 38112

TITLE OF PROGRAM: Adopt-A-School Program

Brief description: This program is the creation of a closely knit family consisting of the adoptor (a business, religious organization or civic group) and a selected Memphis public school. It is a sharing of time, talent and expertise. The purpose of the program is to foster a better understanding in the community of the public school system adoptor and adoptee that will create a spirit of involvement in and concern for the schools. Activities of the program include tutoring, judging contests in speech, art, drama, etc., job placement, athletic programs, mini courses, motivation programs, building and housekeeping projects, field trips, landscaping, assemblies, academic awards presentations, tours, rap sessions, and school newspaper and yearbook production.

Program staff: Memphis schools faculty, The Volunteer Center of Memphis, and Memphis community representatives

Scope: Citywide

Number of schools served: 100

Descriptive materials available: Upon request

For further information, contact: Barbara Russell, Community Involvement Specialist
Adopt-A-School Program
Memphis City Schools
2597 Avery Avenue
Memphis, TN 38112
(901) 454-5364

OHIO: Akron Public Schools
70 N. Broadway
Akron, OH 44308

TITLE OF PROGRAM: Field Experience in the Free-Enterprise System

Brief description: This innovative school-business community program is designed to enhance the student's understandings and appreciation of the American system of private enterprise while accelerating economic literacy. It is open to high school juniors and seniors with good academic records who express an interest in participating and receive the recommendation of their counselors and principals. Participants spend approximately three hours a day for a six week period working with management/supervisory personnel in business and industry. In addition to this time spent in the field, the participants are responsible for maintaining a daily log of learning activities and for making an evaluative report covering the overall six week experience.

Program staff: A coordinator

Scope: The program has been operating since 1975 and is citywide in scope. It is sponsored by the business community.

Number of individuals served: All 11-12 grade students who qualify

Number of schools served: All high schools

Evaluation reports available: Yes

Descriptive materials available: Brochure

For further information, contact: Frank Pichichero, Curriculum Specialist
Economic Education
Akron Public Schools
70 N. Broadway
Akron, OH 44308

MICHIGAN: Detroit Public Schools
5057 Woodward Avenue
Detroit, Michigan 48202

TITLE OF DOCUMENT: New Directions for Business, Labor and Education: Partners in the Economic Growth of Detroit

Brief description: Written by the general superintendent in April 1977, this document presents program proposals for closing the gap between the Detroit Public Schools and the business, industry and labor communities. It discusses the situation of the Detroit Public Schools and then summarizes proposed activities in the following areas:

1) working with the National Youth Service/Comprehensive Employment & Training Act
2) develop tax incentive and service packages for private business and industry
3) career guidance and counseling using computer assisted vocational aptitude testing, community resource directories, and leader/counselor and student internships
4) job placement
5) career education training

For further information, contact: Richard Levey
Detroit Public Schools
277 Schools Center
5057 Woodward Avenue
Detroit, MI 48202
(313) 494-1078

MISSOURI: Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

TITLE OF DOCUMENT: Organizational Patterns and Community Profiles of Selected Urban/Metropolitan Public School Districts in the U.S.

Brief description: This publication is a collection of organizational patterns, community information, Office for Civil Rights (OCR) and school district data from 45 urban school districts.

Limited copies are available on request.

For further information, contact: Albert L. Walker
Assistant Commissioner
Dept. of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

MISSOURI: School District of Kansas City, Missouri
Board of Education Building
1211 McGee
Kansas City, MO 64106

TITLE OF PROGRAM: PEN Project (Practical Education Now)

Brief description: The Practical Education Now program is a cooperative endeavor between the school district and DST, Incorporated (a subsidiary of Kansas City Southern Industries). PEN provides a unique teaching/learning experience designed to facilitate as much student learning as possible within the business sector. The classroom is located within the confines of DST, Incorporated. After a period of intensive instruction and preparation, the students rotate in selected departments of DST, Inc.

The objective of the PEN project is to provide advanced training for clerical and secretarial skill development through experiences at a business site. The Kansas City program is modeled after the PEN project which has been operated for several years in St. Louis County schools. Resource individuals, selected classroom activities interspersed with relevant job simulations, and rotation through selected departments of DST, Inc., are the primary assets utilized to initiate, refine, and integrate skills.

The program is a full year course offered to 12th grade students. Students are transported daily for one half day from their home high school to the classroom at DST, Inc.

Program staff: 1 project instructor/coordinator.

Scope: The PEN project was initiated at Southeast High School in September 1982 with funding from a grant award from the Missouri Department of Elementary and Secondary Education. In November 1982 and invitation was extended to Southwest High School 12th graders to participate in the program. For 1983-84, the program has been expanded to both a morning and afternoon session and the program has been extended to include all nine high schools.

Number of individuals served: 16 - 12th grade students (1982-83)

Number of schools served: 2 high schools (1982-83)

Evaluation reports available: From project coordinator

Descriptive materials available: From project coordinator

For further information, write: Vivian Brooks
Schools District of Kansas City, Missouri
1215 Truman Road
Kansas City, MO 64106

MISSOURI: School District of Kansas City, Missouri
Board of Education Building
1211 McGee
Kansas City, MO 64106

TITLE OF PROGRAM: School/Community Partnerships

Brief description: The School/Community Partnerships program helps support and coordinate the involvement of businesses and foundations in the implementation of the Strategic Plan. The program is a multi-faceted effort aimed at matching the community's need for quality education with the district's need for increased resources and skills. The partnerships are based on mutual need. It is hoped that the pooling of the resources to meet the many needs at the school level will give businesses the opportunity to impact the problem before the school's students become their employees. The partnerships also give businesses the chance to identify potential talent and to influence the trends in the educational curriculum development process which will reflect the type of job skills and training needed in the business/technological sector.

Partnerships are programs based on resources, both human and financial, which are directed toward mutual concerns. All partnership programs must be educationally significant and must be able to address either 1) staff and faculty development, 2) instructional enrichment, or 3) district-wide policy issues or concerns.

Program staff: 1 School/Community Partnerships coordinator

Scope: Participation in the Partnerships project is open to all elementary and secondary schools. Twelve partnerships are presently in operation and six additional partnerships are being planned. Some of the partnerships involve more than one school.

Number of individuals served: The number varies according to the partnerships; 20 students in 1 school and a total of 90 in another

Number of schools served: 29 as of 1982-83

Evaluation reports available: Evaluation information available from the program coordinator

Descriptive materials available: From the program coordinator

For further information, write:

Daphne Bitters, Coordinator
School District of Kansas City, Missouri
1211 McGee
Kansas City, MO 64106
(816)221-7565

KENTUCKY: Jefferson County Public Schools
3332 Newburg Road
Louisville, Kentucky 40218

TITLE OF PROGRAM: Schools/Business Project

Brief description: The Schools/Business Project is planned and implemented by representatives of the Louisville Chamber of Commerce, the Junior League of Louisville and local school staffs to enrich the curriculum of participating schools through the use of business resources and materials.

In addition to enriching the curriculum of participating schools, the project's goal is to recognize teachers and students for achievements and to promote positive publicity for the schools.

As part of the project, teachers are matched with business consultants in an effort to make business resources and materials, specialists in instructional areas, career information and field trip opportunities available to local schools. These resources are used to provide educators with access to a valuable community resource-business leaders.

Students have developed a video-tape presentation about the project for use in the classroom.

For further information, contact: Mrs. Sherleen Sisney, Director
New Foundations in Education
3332 Newburg Road
Louisville, KY 40218

OHIO: Akron Public Schools
70 N. Broadway
Akron, OH 44308

TITLE OF PROGRAM: Urban Demonstration Project

Brief description: The Akron Public Schools has received a grant from the State Department of Education to implement a demonstration project in the elementary and secondary schools in the Buchtel Cluster. The grant provides a wide array of enrichment activities to supplement and further strengthen the educational programs in each school.

The program is designed to promote academic excellence through unique opportunities within the regular school day and summer programs open to any interested student enrolled in greater Akron area schools. One exciting feature of the program is a working partnership with the University of Akron which supports enrichment activities with university personnel and facilities.

At the secondary level, the emphasis is on the development of fundamental academic skills and pre-professional career exploration. Buchtel-University High School offers the college-bound student academic preparation for and exposure to varied pre-professional opportunities in business, communication, environmental sciences, law, medicine and health performing arts and world cultures, language and literature. In addition to inschool programs, selected students may take courses at Akron University. Perkins Junior High School will stress preparation for the Buchtel-University college-bound pre-professional clusters.

Urban Demonstration Project

At the elementary level, each school has developed its own distinctive learning center built upon the particular school's curriculum theme, the strengths and talents of staff, unique building facilities and human interests. The basic skills which are the focus of elementary education are emphasized in all programs. The instructional program is further strengthened through the involvement of university, business and cultural groups.

For further information, contact: Ann L. Gates, Director
Buchtel Urban Program
Akron Public Schools
70 N. Broadway
Akron, OH 44308
(216) 434-1661

OHIO: Ohio Department of Education
65 South Front Street
Columbus, OH 43215

TITLE OF PROGRAM: Urban Demonstration Projects

Brief description: The Urban Demonstration Projects are found in four Ohio urban school districts. Through state legislative action, funds have been appropriated to Akron, Cincinnati, Cleveland and Toledo City Schools to enable them to plan, develop, implement, evaluate, and conduct research pertaining to urban education programs. Further, it is the purpose of the Urban Demonstration Projects to serve as models of exemplary urban education organization and practices that result in increased educational success for disadvantaged students.

Program staff: In the four urban school districts, staffing patterns include a program director, teaching staff members, paraprofessionals, central office liaison personnel and community linkages. At the state level a program consultant and a division assistant director are also involved.

Scope: Key Urban Demonstration Project goals established by school districts are: (1) to improve student achievement, (2) to increase student motivation, (3) to promote positive student conduct, (4) to encourage community involvement, (5) to improve school attendance, (6) to improve knowledge of community resources, (7) to maintain fiscal solvency and, (8) to improve curriculum through a variety of activities or methodologies.

Number of individuals served: 20,000

Number of school districts served: Four (4)

Evaluation reports available: Yes, through the districts.

Descriptive materials available: Yes, through the districts. In addition, during the 1983-84 school year, a publication will be available through the Ohio Department of Education which will represent a joint writing effort of the four project staffs and Ohio Department of Education personnel. The purpose of the publication will be to describe the projects, and provide a compilation of exemplary urban education organizational arrangements, procedures, and practices which could serve as replication models for selected school districts.

For further information, contact:
Marshall E. Johnson, SEA Consultant
Ohio Department of Education
Division of Equal Educational Opportunities
65 South Front Street - Room 416
Columbus, OH 43215

OHIO: Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, Ohio 45202

TITLE OF PROGRAM: Urban Education Demonstration Project

Brief description: The purpose of the project is to plan, develop, implement, evaluate, and conduct research pertinent to urban education programs. Further, it is the purpose of the Urban Demonstration Project to provide models of exemplary urban education organization and practices. Within the project organization are two primary thrusts. The first is a system of project-wide programs and activities which are divided into four component areas: student development, staff development, community involvement and support services. The second major thrust is the provision for local school autonomy in the utilization of resources. The Council of Principals, made up of principals from participating schools, is the decision-making body for the project.

Project staff: Project director, .5 evaluator, component coordinators, instructional leaders (certified, school based), home-school facilitators (civil service, school based)

Scope: Begun in 1977, the project involves all schools in the Hughes High School District of Cincinnati Public Schools.

Number of individuals served: Approximately 5,400 students

Number of schools served: 1 high school, 1 middle school, 7 elementary schools

Evaluation reports available: Annual report 1977-78 to 1981-82

Urban Education Demonstration Project

Descriptive materials available:	Urban Education Demonstration Project proposal, revised September 1977
	Project Overview, 1987
	Pamphlets describing component areas

For further information, write:

Judith A. Thomas, Project Director
Resource Planning and Development
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, Ohio 45202

MISSOURI: Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, Missouri 65102

TITLE OF DOCUMENT: Urban Education in Missouri II

Brief description: This 3/4" video-tape (color) describes innovative urban education programs in Missouri. Public school district included are (1) St. Louis, (2) Kansas City, (3) Springfield, (4) St. Joseph, (5) Columbia, (6) Parkway, (7) University City, (8) Independence, (9) Hazelwood, and (10) Normandy

For further information, contact: Albert L. Walker, Assistant Commissioner
Dept. Of Elementary and Secondary Education
P.O. Box 480
Jefferson City, Missouri 65102

McREL: An Educational Laboratory
4709 Belleview Avenue
Kansas City, MO 64112

TITLE OF PROGRAM: Urban Education Program

Brief description: The Urban Education Program has been operating since 1977 to identify and examine key issues related to urban schooling and to develop a means for helping state and local education agencies make the best use of limited resources. The Urban Education Program continues to operate through a network of representatives from large school districts and state departments of education in the Midwest. These Urban Education Network members have agreed to work together to strengthen school educational practices. Activities are planned and coordinated through an advisory committee selected from among members of the full network, who collaborate with program staff to identify issues for consideration by the full Network. The activities, which range from seminars to small special interest group meetings, focus on Network-identified priority topics.

In addition, biannual Network meetings are held and small publications like a Network directory and a handbook of effective school practices are distributed.

For further information, contact: Sharon Koenigs, Director, Urban Education Program
McREL
470 N. Kirkwood Road
St. Louis, MO 63122
(314) 821-1700

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